A CHANCE TO RIDE

Lesson 1

Interacting with Individuals in the Community
Introduction
Interacting with Individuals in the Community

Candidates for travel training need to be able to distinguish “safe” and “unsafe” social situations and to seek help when it is needed. Crucial is the ability to distinguish between “safe” and “unsafe” people. Two extremes can exist; one where students are overly friendly and trusting and the other where they refuse to interact even when a helpful person may be needed. One of the main goals is to assist the student in developing a basic understanding and experiential practice of appropriate interaction with individuals in the community. Generally, students are taught to “mind their own business” and unless assistance is needed, not interact with people unknown to them. Two cardinal rules for dealing with “strangers” can be taught: 1) never go anywhere off the transit route with someone you don’t know; 2) never accept anything from a stranger. However, students should also be introduced to the concept of potentially helpful adults who may be “strangers”. Distinction needs to be made in terms of whom the student knows as being helpful and strangers who may be helpful (for instance, people in uniform).

Level I of this curriculum focuses on distinguishing emergency workers, emergency vehicles and accessing help in an emergency. Students are taught how to call 911 and provide pertinent information. Level II reinforces the previous lesson and introduces the concept of “safer strangers,” differentiating between emergency and non-emergency situations and ways to handle personal belongings in the community. The lesson also covers areas of transit etiquette. Level III, our highest, pre-travel training level, reviews whom to seek out in an emergency and emphasizes how to effectively ask for help and handle uncomfortable situations in the community.

The process of communication can be challenging for any individual, but for those with ASD, challenges can be experienced in the required coordination of skills like listening, observing, questioning, analyzing and evaluating. Because ASD is a spectrum disorder, many individuals with ASD may have excellent verbal abilities, some may be challenged with expressive or receptive limitations and others may need the use of Augmentative and Alternative Communication (AAC) devices to express their thoughts, ideas, desires and needs clearly. Some individuals may communicate with pictures or by pointing to symbols or words. In some cases, an AAC device can produce a computerized voice that can allow an individual to communicate and travel with ease.
Challenges for an individual with ASD may include:

- Lack of or limited expressive speech
- Need for additional processing time
- Echolalia (repeating a word or phrase previously heard) or scripting (a preset series of memorized statements or lines)
- Lack of eye contact
- Limited attention to people or objects in the environment
- Sticking to one preferred interest area or topic of conversation
- Indifference to communication; Walking away while being spoken to
- Not responding assertively in risky situations
- Sitting or standing too close or needing to be alone
Interacting with Individuals in the Community
Lesson 1 Level I

LEARNING OBJECTIVES

- Identify different emergency workers.
- Identify different emergency vehicles.
- Pick out situations that may require the help of an emergency worker.
- Recite or demonstrate accessing their personal information in an emergency.
- Demonstrate calling 911 or other emergency contact numbers through modeling activities.

INSTRUCTIONS

Section I: Is This a Problem for 911?

1) Present different situations to the students. For each situation, have the students tell you whether the situation requires help from a parent, teacher, trusted adult, or requires calling 911.

2) Sorting Activity -- from pictures provided in Lesson 1 Level I Pictures for Sorting/Matching Activities, have students sort images that are problems for 911 and those that are not.

Section II: Who Is and Who Is Not an Emergency Worker?

1) Review different types of emergency workers. Check that students are able to distinguish who is and who is not an emergency worker.

2) Sorting/Matching Activity -- from pictures provided in Lesson 1 Level I Pictures for Sorting/Matching Activities instruct students to sort images of emergency workers from non-emergency workers and emergency vehicles from non-emergency vehicles.

GOAL
Learn how to access help in an emergency.

PREREQUISITE
The ability to match or discriminate between individuals.

MATERIALS PROVIDED

1) Lesson 1 Level I Pictures for Sorting/Matching Activities
2) Handout: Lesson 1 Level I Steps to Calling 911
3) Sample: Lesson 1 Levels I, II, & III Critical Information Card
4) Handout: Lesson 1 Level I Interacting with Individuals in the Community Practice Activity

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3) Sample: Lesson 1 Levels I, II, & III Critical Information Card
4) Handout: Lesson 1 Level I Interacting with Individuals in the Community Practice Activity
3) Using Lesson 1 Level I Steps to Calling 911 handout. Have students practice calling 911.
   
   A. Pick up phone
   B. Press emergency number (911)
   C. Wait until you hear the operator. The operator may ask you a question similar to this: “911, what’s your emergency?”
   D. Be prepared to give this information:
      i. My name is _______.
      ii. I am currently at _______________.
      iii. My phone number is _____________.
      iv. Explain the problem. For example: There is a fire, there is a crime or someone is hurt.

   Speak clearly and slowly, repeating information, when asked.
   E. Follow the 911 operator’s instruction.

4) Have the students practice giving an emergency worker necessary personal information and stating an emergency. Personal information can include: name, address and phone number. A Sample: Lesson 1 Levels I, II, & III Critical Information Card is provided as is a list of websites where you can find other samples.

   **If student is non-verbal or has challenges communicating, model and practice handing emergency worker a critical information card with identifying information or using an assistive communication device.**

**STUDENT REVIEW**

- Use the Lesson 1 Level I Interacting with Individuals in the Community Practice Activity handout to evaluate the comprehension of the information presented in this lesson.

**RECOMMENDATIONS FOR EXTENDED LEARNING**

- Have an emergency worker be a guest speaker in your classroom.
- Take a tour of a fire station, police station, and/or ambulance service building.
- Learn about the tools each emergency worker uses.
- Identify emergency workers when out in the community.
Interacting with Individuals in the Community
Lesson 1 Level II

LEARNING OBJECTIVES
- Identify who is a “safer stranger”.
- Indicate if a situation is one that requires help from a parent or responsible adult or one that requires calling 911.
- Identify subjects to talk about (and what not to talk about) with transit workers.
- Discuss why it is not safe to talk to transit operators while they are driving.
- Demonstrate politely declining a conversation with a stranger.
- Demonstrate use of personal space in various community situations.

INSTRUCTIONS

Section I: Emergency Information Review
1) Have students state or write out their name, address, phone number/s, and an emergency contact name and phone number/s on critical information card. Ask students why it is important to know this information.
2) Ask the class: Was there any information you didn’t know? Is there any other information you may need in case of an emergency? Discuss why it is important for students to know this information in an emergency. A Sample: Lesson 1 Levels I, II, & III Critical Information Card is provided as is a list of websites where you can find other samples.

Section II: Interacting with Individuals in the Community
1) Define “safer stranger” as people in the community that you don’t know who can help you if you have an emergency. List five “safer strangers” in the community. Transit workers are examples of “safer strangers” in the community. (Examples: bus drivers, train conductors, customer service people, a transit supervisor, etc.). Review Chart: Lesson 1 Levels II & III Interacting with Transit Workers.
2) Use the PowerPoint, Lesson 1 Level II Transit & Community Etiquette, to discuss the social expectations for personal space in various community settings.
3) Review chart: Lesson 1 Levels II & III Interacting with Individuals in the Community.

4) Have students fill out the handout Lesson 1 Level II Interacting with Individuals in the Community Practice Activity. Have the students role-play the social expectations for personal space in various community settings.

Section III—What is an Emergency?

1) Guide the students through the process of deciding if a situation is an emergency.

2) Present several situations that could be experienced when traveling in the community. For each situation, ask:
   A. Is this a problem you know how to handle?
   B. Are you or someone else in danger?

Section IV—Keeping Your Belongings Safe

1) It is imperative to reinforce the importance of not displaying your money and personal belongings in the community. A student should not give a stranger money or lend them a phone or other belongings.

2) Activity—Have students create a list of responses which they can use if they were approached by someone asking for money or to borrow their phone or other belongings.
LEARNING OBJECTIVES

- State what, where, when and with whom to share personal information.
- Demonstrate phone etiquette in the community.
- State who to approach and places in the community to go to ask for assistance.
- Demonstrate effectively asking for help in the community.
- Demonstrate socially expected body language, personal space, facial expressions and tone of voice through role-play activities.
- Demonstrate polite topics of discussion through role-play activities.

INSTRUCTIONS

Section I: Know your Personal Information

1) Have students state or write out their name, address, phone number/s, and an emergency contact name and phone numbers on a critical information card. A Sample: Lesson 1 Levels I, II, & III Critical Information Card is provided as a list of websites where you can find other samples.

2) Ask the students why it is important to know this information.

3) Show the students a picture ID card. If your school requires students to have an ID, have them take it out. Have the students create a list of reasons why it is important to carry an ID when out in the community.

Section II: Interacting with Individuals in the Community

1) Define “safer stranger” as people in the community that you don’t know who can help you if you have an emergency.

2) List five “safer strangers” in the community (police officer, firefighter, crossing guard, transit worker, paramedic, store clerk).

3) Transit workers are examples of “safer strangers” in the community. (Examples; bus drivers, train conductors, customer service people, a transit supervisor, etc.).
Interacting with Individuals in the Community
Lesson 1 Level III (continued)

4) Using the handout Lesson 1 Level III Effectively Asking for Help discuss and role-play asking for help while in the community.

5) Use the PowerPoint, Lesson 1 Levels II & III Transit & Community Etiquette, to discuss the social expectations for personal space in various community settings.

6) Use the chart: Lesson 1 Levels II & III Interacting with Transit Workers to review expectations about behavior on a transit vehicle.

7) Use the handout Lesson 1 Levels II & III Interacting with Individuals in the Community as your guide to lead a conversation on socially expected body language, personal space, facial expressions and tone of voice. Model and role-play different scenarios that are relevant to your student’s lives and experiences or experiences you think they will encounter. The handout addresses: subjects to talk about; body posture and facial expressions when you are talking and listening; voice; what to do after information has been given to you; personal belongings; talking on your cell phone while near others; and what to do if a stranger is bothering you.

Section III: How to Handle Uncomfortable Situations in the Community

1) When traveling in the community, students will encounter a variety of situations that may make them uncomfortable. Some of these situations will not directly involve them such as other bus passengers not following the bus rules. Present such a situation to the students (for example talking loudly on a phone). Have students explain how the situation should be handled. Use their answers to have a discussion on safe and unsafe responses.

2) Students may also encounter uncomfortable situations that directly involve them. Explain to students that the best way to manage a situation is to change their own behavior and/or actions. They cannot change someone else’s behavior and/or actions. Then have the students role-play several scenarios.

A. Ignore the person (example: a person is staring at you).
B. Change seat (if feasible) on transit vehicle or location where you are standing on the bus/train.
C. Tell a “safer stranger” (if on transit vehicle tell transit worker; if off transit vehicle tell police officer or go inside public building and tell someone working inside). Be specific when telling what person is doing that is bothering you.
STUDENT REVIEW

During a community outing, use checklist: Lesson I Level III Interacting with Individuals in the Community Observation Sheet to review and assess socially expected interactions with individuals in the community.

RECOMMENDATIONS FOR EXTENDED LEARNING

- Practice interacting with strangers in the community.
  For example: 1. Ordering a meal at a restaurant
  2. Asking for route information at a transit center
  3. Asking for assistance at a public library
- Role-play using coping strategies to handle situations that may cause anxiety for the students in the community.
- Visit the local transit provider to obtain a reduced fare application or reduced fare bus pass for passengers with disabilities.
Interacting with Individuals in the Community
Lesson 1 Materials

1. Level I Pictures for Sorting/Matching Activities
2. Level I Steps to Calling 911
3. Level I Interacting With Individuals in the Community Practice Activity
4. Sample: Levels I, II, & III Sample Critical Information Card
5. Levels II & III Interacting with Transit Workers
6. Levels II & III Transit & Community Etiquette (PowerPoint)
7. Levels II & III Interacting with Individuals in the Community
8. Level II Interacting with Individuals in the Community Practice Activity
9. Level III Effectively Asking for Help
10. Level III Interacting With Individuals in the Community Observation Sheet
# Pictures for Sorting/Matching Activities

**Lesson 1 Level I**

**Emergency Workers**

<table>
<thead>
<tr>
<th>Chef</th>
<th>Restaurant Worker</th>
<th>Paramedic</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="chef_image" alt="Chef" /></td>
<td><img src="restaurant_worker_image" alt="Restaurant Worker" /></td>
<td><img src="paramedic_image" alt="Paramedic" /></td>
</tr>
<tr>
<td>Policeman</td>
<td>Construction Workers</td>
<td>Woman</td>
</tr>
<tr>
<td><img src="policeman_image" alt="Policeman" /></td>
<td><img src="construction_workers_image" alt="Construction Workers" /></td>
<td><img src="woman_image" alt="Woman" /></td>
</tr>
<tr>
<td>Fireman</td>
<td>Man</td>
<td>Delivery Person</td>
</tr>
<tr>
<td><img src="fireman_image" alt="Fireman" /></td>
<td><img src="man_image" alt="Man" /></td>
<td><img src="delivery_person_image" alt="Delivery Person" /></td>
</tr>
<tr>
<td>Police Car</td>
<td>Car</td>
<td>Construction Vehicle</td>
</tr>
<tr>
<td>------------</td>
<td>-----</td>
<td>----------------------</td>
</tr>
<tr>
<td>Tow Truck</td>
<td>Ambulance</td>
<td>Fire Truck</td>
</tr>
<tr>
<td>Bus</td>
<td>Taxi</td>
<td>Truck</td>
</tr>
<tr>
<td>Emergency Situations</td>
<td>Pictures</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td><strong>Fire</strong></td>
<td>![Fire Image]</td>
<td></td>
</tr>
<tr>
<td><strong>Sick</strong></td>
<td>![Sick Image]</td>
<td></td>
</tr>
<tr>
<td><strong>Car Accident</strong></td>
<td>![Car Accident Image]</td>
<td></td>
</tr>
<tr>
<td><strong>Scraped Knee</strong></td>
<td>![Scraped Knee Image]</td>
<td></td>
</tr>
<tr>
<td><strong>Broken Phone</strong></td>
<td>![Broken Phone Image]</td>
<td></td>
</tr>
<tr>
<td><strong>Unconscious Person</strong></td>
<td>![Unconscious Person Image]</td>
<td></td>
</tr>
<tr>
<td><strong>Cold</strong></td>
<td>![Cold Image]</td>
<td></td>
</tr>
<tr>
<td><strong>Hungry</strong></td>
<td>![Hungry Image]</td>
<td></td>
</tr>
<tr>
<td><strong>Broken Glass</strong></td>
<td>![Broken Glass Image]</td>
<td></td>
</tr>
</tbody>
</table>
Steps to Calling 911
Lesson 1 Level I

Pick up phone

Press 9

Press 1

Press 1

Wait for Operator to speak

Answer Operator’s questions

Follow Operator’s directions
Interacting With Individuals in the Community
Practice Activity
Lesson 1 Level I

Name: __________________________ Date: ________________

Directions: Circle the picture of an emergency worker.

Practice pressing 911 in front of your instructor.

Directions: Circle the emergency vehicles.
Lesson 1 Levels I, II, & III
Sample Critical Information Card

CRITICAL INFORMATION CARD

Full Name: __________________________ Phone Number: __________________________
Street Address: ________________________________________________________________
City: __________________________ State: __________ Zip: ________________
Emergency Contact 1: __________________________ Phone #: _______________________
Emergency Contact 2: __________________________ Phone #: _______________________
Critical Medical Conditions/Allergies _____________________________________________

I have a diagnosis of autism. People with autism are all different, but they may:
• Panic if yelled at and lash out if touched or physically restrained
• Appear to not listen or pay attention when you talk
• Not be able to answer a question
• Speak too loudly, too softly or with unusual intonation
• Interpret statements literally
• Misinterpret instructions or things you say
• Have a challenge making eye contact
• Need extra time to respond
• Appear insensitive to pain

I would like to cooperate. To help me cooperate, PLEASE:
• Tell me exactly what I need to do politely, clearly and simply step-by-step
• Call my emergency contact on front of this card
• Identify yourself to me and speak in a calm, non-confrontational tone
• Avoid touching or restraining me

To see other samples of emergency information cards go to:
• Asperger’s Association of Connecticut – www.aane.org
• AutismIDCard.com
• Wayshelter.com/autasptoolbox.htm
• Autism Society - www.autism-society.org
# Interacting with Transit Workers
## Lesson 1 Levels II & III

<table>
<thead>
<tr>
<th>Subjects to talk about</th>
<th><strong>Do</strong></th>
<th><strong>Don’t</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Small talk examples:</td>
<td>• Sports</td>
<td>• Talk about subjects like: religion, age, money, sex, or politics</td>
</tr>
<tr>
<td>- Movies</td>
<td>• Weather</td>
<td>• Make negative comments about how someone looks or acts</td>
</tr>
<tr>
<td>- Weather</td>
<td>• Answer questions about area or transit</td>
<td>• Give personal information such as: address, phone number, social security number</td>
</tr>
<tr>
<td>- Talk about subjects like: religion, age, money, sex, or politics</td>
<td>Add your own</td>
<td>Add your own</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body posture and facial expressions when talking and listening</th>
<th><strong>Do</strong></th>
<th><strong>Don’t</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Face another person when you are talking to them.</td>
<td>• Stare</td>
<td>• Stare</td>
</tr>
<tr>
<td>- Look in direction of person’s face.</td>
<td>• Roll eyes</td>
<td>• Roll eyes</td>
</tr>
<tr>
<td>- Look away from person, turn body away from people you don’t wish to speak to</td>
<td>• Frown</td>
<td>• Frown</td>
</tr>
<tr>
<td>- Make angry or disgusted look</td>
<td>Add your own</td>
<td>Add your own</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Voice</th>
<th><strong>Do</strong></th>
<th><strong>Don’t</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Speak in a clear voice</td>
<td>• Talk with anything blocking your mouth or in your mouth (like gum)</td>
<td>Add your own</td>
</tr>
<tr>
<td>- Use a friendly tone</td>
<td>• Whisper</td>
<td>Add your own</td>
</tr>
<tr>
<td>Add your own</td>
<td>• Yell or talk in loud voice</td>
<td>• Sigh at end of response</td>
</tr>
<tr>
<td>Add your own</td>
<td>• Use sarcasm</td>
<td>• Use sarcasm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After information has been given to you</th>
<th><strong>Do</strong></th>
<th><strong>Don’t</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Repeat information told to you and say “thank you”</td>
<td>• Say “whatever”</td>
<td>Add your own</td>
</tr>
<tr>
<td>- Ask for information to be repeated if you did not understand what has been said</td>
<td>• Say “ok” and walk away if you did not understand</td>
<td>Add your own</td>
</tr>
</tbody>
</table>

Add your own
Transit & Community Etiquette
Lesson 1 Levels II & III

Slide 1
Transit and Community Etiquette
It is important to be aware of personal space.

Slide 2
Sometimes you need to walk, wait, or ride near people you do not know.

Slide 3

Slide 4
How close would you want someone to stand behind you?

Slide 5
Selecting a Seat
Sometimes the bus is empty and you can choose from many seats.

Slide 6
Selecting a Seat
Sometimes the bus is crowded and you will have to choose a seat next to someone you don't know.
Sometimes the bus or train is crowded

It's okay to stand if there are no seats.

Using a cell phone

Be aware of other passengers and limit cell phone conversations while on transit vehicles.

Sit or stand?

Should she sit here? Or stand here?

If she sits, she may be close to someone she doesn't know. If that makes her feel uncomfortable, she could choose to stand.

Using a cell phone

- On transit vehicles, only use the phone when necessary.
- Be careful what you talk about on the phone when others are near.
## Interacting with Individuals in the Community
### Lesson 1 Levels II & III

<table>
<thead>
<tr>
<th></th>
<th><strong>Do</strong></th>
<th><strong>Don’t</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal belongings</strong></td>
<td>• Keep belongings to yourself</td>
<td>• Put belongings on the seat next to you</td>
</tr>
<tr>
<td></td>
<td>• Keep expensive items at home</td>
<td>• Walk away from your belongings</td>
</tr>
<tr>
<td></td>
<td><strong>Add your own</strong></td>
<td>• Lean belongings against others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lend belongings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Show expensive items to others</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Add your own</strong></td>
</tr>
<tr>
<td><strong>Talking on cell phone while near strangers</strong></td>
<td>• Use a soft voice</td>
<td>• Say personal information over phone</td>
</tr>
<tr>
<td></td>
<td>• Stand away from strangers; this way they do not hear your conversation</td>
<td>• Talk in loud voice</td>
</tr>
<tr>
<td></td>
<td><strong>Add your own</strong></td>
<td>• Use offensive language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tell personal stories about others</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Add your own</strong></td>
</tr>
<tr>
<td><strong>Stranger is bothering you</strong></td>
<td>• If you feel your safety is threatened, ask the person to stop</td>
<td>• Touch stranger or threaten to hurt others</td>
</tr>
<tr>
<td></td>
<td>• Move away from the person</td>
<td>• Scold children</td>
</tr>
<tr>
<td></td>
<td><strong>Add your own</strong></td>
<td>• Give your money to others (unless you are buying something)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Add your own</strong></td>
</tr>
</tbody>
</table>
Interacting with Individuals in the Community
Practice Activity
Lesson 1 Level II

Name: ____________________________ Date: ______________

When should you call 911? (Check all that apply)

☐ You scrape your knee          ☐ Building is on fire
☐ Fall and hit your head        ☐ Don’t know when to get off the train
☐ Missed your stop on the bus   ☐ Lost your keys

Whom would you contact if you had an emergency that does not require calling 911?

Name: ____________________________

Relationship to you: ____________________________

Phone number: ____________________________

Which questions are okay to ask a transit worker? (Check all that apply)

☐ Are you married?
☐ How old are you?
☐ Can you tell me when we arrive at the bus station?
☐ Does this bus go to the bank on Main Street?

What is wrong in this picture?

__________________________________________

__________________________________________

What should be done differently?

__________________________________________

__________________________________________
# Effectively Asking for Help
## Lesson 1 Level III

## Steps to Effectively Ask for Help

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Figure out problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Figure out whom to ask: someone who works in a public building or on a public vehicle. If you go into a store ask for a manager or someone in charge.</td>
</tr>
<tr>
<td>Step 3</td>
<td>Before you speak to the helpful stranger think: What do I want from this person so I can get the help I need?</td>
</tr>
<tr>
<td>Step 4</td>
<td>Thank person and repeat back the information to make sure you understood what you need to do. If you do not understand what the person said, ask him or her to repeat the information.</td>
</tr>
</tbody>
</table>

## Interacting with Helpful Strangers

<table>
<thead>
<tr>
<th></th>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
</table>
| **Language and manners** | Use formal language:  
  - Hello  
  - Goodbye  
  - Please  
  - Thank you | Use informal language examples:  
  - Yo  
  - Hey you  
  - Homie  
  - Later |
| **Body posture and facial expressions when talking and listening** | Face helpful stranger  
  Look in the direction of helpful stranger | Stare  
  Roll eyes  
  Frown  
  Make angry or disgusted look |
| **Voice** | Talk in clear voice  
  Friendly tone | Talk with anything blocking your mouth or in mouth  
  Whisper  
  Yell or talk in a loud voice  
  Sigh at end of response |
| **After information has been given to you** | Repeat back information helpful stranger has said and say “thank you”  
  Ask to repeat if you did not understand what was said | Say “whatever”  
  Say “ok” and walk away if you did not understand what the helpful stranger told you to do |
## Effectively Asking for Help Examples
### Lesson 1 Level III

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane lost her bus money. She was planning on taking the bus home. Jane tried to call her mother to get a ride home but her cell phone is not working.</td>
<td>Figure out problem.</td>
<td>Figure out whom to ask: someone who works in a public building or public vehicle. If you go into a store ask for a manager or someone in charge. If it is an emergency and you see an emergency worker, approach him or her.</td>
<td>Before you speak to the helpful stranger think: What do I want from this person so I can get the help I need?</td>
<td>Thank person and repeat back information to make sure you understood what you need to do. If you do not understand what person said, ask for him or her to repeat the information.</td>
</tr>
<tr>
<td>Step 1</td>
<td>Jane does not have enough bus money to get home. Jane needs to call her mother.</td>
<td>Jane sees a library across the street and walks into this public building. Jane sees someone behind the circulation desk.</td>
<td>Jane needs to make a phone call to solve her problem. Jane asks the librarian, “I am having a problem, can I please use your phone?” Librarian says, “Yes there is a phone right on my desk you can use. Dial 9 before the number to make your phone call.”</td>
<td>“Thank you for letting me use the phone on your desk. I will dial 9 before the number”.</td>
</tr>
<tr>
<td>Bob wants to go to the mall. A bus pulls up but he is not sure if this is the bus he is supposed to get on.</td>
<td>Figure out problem.</td>
<td>Figure out whom to ask: someone who works in a public building or public vehicle. If you go into a store ask for a manager or someone in charge. If it is an emergency and you see an emergency worker, approach him or her.</td>
<td>Before you speak to the helpful stranger think: What do I want from this person so I can get the help I need?</td>
<td>Thank person and repeat back information to make sure you understood what you need to do. If you do not understand what person said, ask for him or her to repeat the information.</td>
</tr>
<tr>
<td>Step 1</td>
<td>Bob is not sure if he should get on the bus.</td>
<td>The bus driver opens the door. Bob will ask the bus driver.</td>
<td>Bob needs to know if this bus will stop at the mall. Bob asks the driver, “Does this bus go to the mall?” The driver says, “No, but bus 6 does. It should be here in 5 minutes.”</td>
<td>“I should get on bus 6. Thank you for your help.”</td>
</tr>
</tbody>
</table>
# Interacting With Individuals in the Community Observation Sheet
## Lesson I Level III

**Key:**
- 0 = Did not encounter, not demonstrated
- 1 = Yes
- 2 = No
- 3 = With help

<table>
<thead>
<tr>
<th></th>
<th>Date Instructor</th>
<th>Student</th>
<th>Date Instructor</th>
<th>Student</th>
<th>Date Instructor</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates use of personal space</td>
<td></td>
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<tr>
<td>Uses conversational etiquette</td>
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<td>Avoids sensitive subjects</td>
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<td>Uses phone etiquette</td>
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<td>Only shares personal information when necessary</td>
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<td>Identifies facial expressions/body language and adjusts behavior accordingly</td>
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<tr>
<td>Can access help (when needed)</td>
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<td>Resolves challenges</td>
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</tbody>
</table>

**Notes observation 1:**

**Notes observation 2:**

**Notes observation 3:**