

N.I.C.K. (Neurotypical/diverse Independent Communication Kit)

Developed in partnership by:





N.I.C.K. (Neurotypical/diverse Independent Communication Kit) for Fire and Burn Safety



Thank you for your interest in the N.I.C.K. (Neurotypical/diverse Independent Communication Kit) for Fire and Burn Safety program.

The Alisa Ann Ruch Burn Foundation (AARBF), in partnership with Pyramid Educational Consultants, developed the **N.I.C.K. (Neurotypical/diverse Independent Communication Kit) for Fire and Burn Safety**, to bring fire and burn safety education to individuals with autism spectrum disorder, developmental disabilities, intellectual disabilities, and communication challenges.

Inspired by Jacqueline Laurita, mother of a son with autism, Nicholas, the goal of the **N.I.C.K. for Fire and Burn Safety** program is to provide life-saving lessons and burn prevention education to learners with special needs, who are more vulnerable to preventable exposure to danger and are at higher risk for burn injuries. Utilizing the safety messages from AARBF's "Firefighters in Safety Education" program, the **N.I.C.K. Fire and Burn Safety** program incorporates a fire and burn prevention picture set from Pyramid's Pics for PECS images that can be used for expressive communication via the Picture Exchange Communication System® (PECS®) protocol, receptive communication as well as within visual stories and life lessons to help learners understand fire and burn safety. Life-saving safety messages, including get low and go; stop drop and roll; and know two ways out, will now be possible to more effectively teach special needs learners throughout the world thanks to this partnership between AARBF and Pyramid Educational Consultants.

About the Alisa Ann Ruch Burn Foundation

The Alisa Ann Ruch Burn Foundation (AARBF) is a California-based nonprofit organization dedicated to significantly reducing the number of burn injuries through prevention education and enhancing the quality of life of those affected by a burn injury. AARBF brings together health care providers, firefighters, emergency workers, burn care professionals, burn survivors, and our community to enhance the quality of life for burn survivors and to make burn injuries a thing of the past. www.aarbf.org.

About Pyramid Educational Consultants

Pyramid Educational Consultants was founded in 1992 by Andy Bondy, PhD, and Lori Frost, MS, CCC-SLP, developers of the Picture Exchange Communication System® (PECS®) and the Pyramid Approach to Education®. The company's goal is to provide the highest quality of training, consultation and support to parents, caregivers and professionals in the field of autism and developmental disabilities. Using functional, practical and evidence-based interventions, our aim is to teach individuals how to effectively communicate, function independently and be productive in their schools, home, place of employment and community. <https://pecsusa.com>.

GUIDE to TEACHING VISUAL SAFETY DIRECTIONS

Objective: Upon being shown the visual safety direction, Learner will complete the task noted on the direction card.

Domain Area: Receptive Communication

PREPARATION

- Determine the most effective prompt for teaching this learner and a plan of action for eliminating the prompt
- Decide the best reinforcement for this learner (social praise, visual reinforcement system such as tokens) and a plan for decreasing the rate of reinforcement

INSTRUCTIONAL PROCEDURE

Adult

- Show the learner the card and say, "do this".
- Use one prompt that is most effective for the learner to complete the task
- Gradually eliminate the chosen prompt until the learner is independent
- If the instruction involves multiple steps, such as stop, drop and roll, the team should decide which step to teach first, STOP the first step in the sequence OR ROLL, the last step in the sequence
- Provide reinforcement when the learner completes the task

MAINTENANCE/GENERALIZATION

- Safety messages should be taught across school and home beginning with a structure and expanding to non-structured and unplanned times
- Different people (teacher, mom dad, fire fighter, etc.) should deliver this message
- The timing for completing the task should be reviewed, with the goal for the task to be completed as quickly as possible

Activity Ideas for teaching these instructions

- Play Simon Says, such as "Simon Says do this"
- You can also ring a bell and say, "do this". With the goal being upon hearing a fire alarm (such as during an unexpected fire drill) and being told to "do this" the learner will complete the task

Sample Datasheet

Date	Visual Direction	Independent/Correct (+)	Prompted/Incorrect (-)

GUIDE to TEACHING VOCAL SAFETY MESSAGES

Objective: Upon being told to follow a safety direction, Learner will complete the direction.

Domain Area: Receptive Communication

PREPARATION

- Determine the most effective prompt for teaching this learner and a plan of action for eliminating the prompt
- Decide the best reinforcement for this learner (social praise, visual reinforcement system such as tokens) and a plan for decreasing the rate of reinforcement

INSTRUCTIONAL PROCEDURE

Adult

- Give the Learner a vocal direction such as “stop, drop and roll”
- Use one prompt that is most effective for the learner to complete the task
- Gradually eliminate the chosen prompt until the learner is independent
- If the instruction involves multiple steps, such as “stop, drop and roll”, the team should decide which step to teach first, STOP the first step in the sequence OR ROLL, the last step in the sequence
- Provide reinforcement when the learner completes the task

MAINTENANCE/GENERALIZATION

- Safety messages should be taught across school and home, beginning with a structure, and expanding to non-structured and unplanned times
- Different people (teacher, mom dad, fire fighter, etc.) should give this message
- The timing for completing the task should be reviewed, with the goal for the task to be completed as quickly as possible

Activity Ideas for teaching these instructions

- Play Simon Says using the safety direction
- Another activity is ringing a bell and simultaneously provide the instruction. Note: With the goal being upon hearing a fire alarm (such as during an unexpected fire drill) and being able to follow the vocal instruction

Sample Datasheet

Date	Vocal Direction	Independent/Correct (+)	Prompted/Incorrect (-)

GUIDE to GOING to a DESIGNATED AREA

Objective: Upon being told to go to a specific area, Learner will go to that area.

Domain Area: Health and Safety

PREPARATION

- Determine the most effective prompt for teaching this learner and a plan of action for eliminating the prompt
- Decide the best reinforcement for this learner (social praise, visual reinforcement system such as tokens) and a plan for decreasing the rate of reinforcement

INSTRUCTIONAL PROCEDURE

Adult

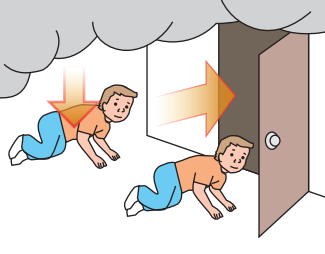
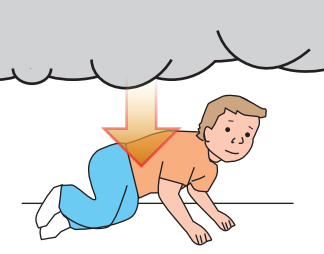
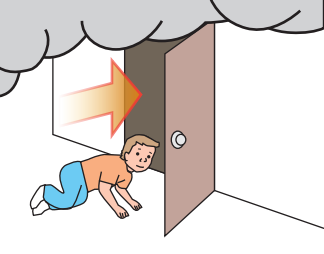
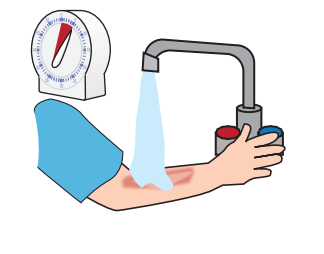

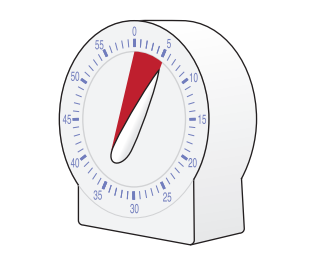
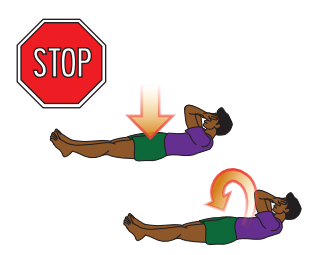

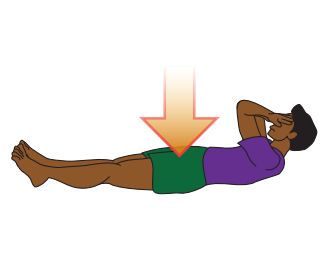

- Tell the Learner a specific area where to go, such as the window or the door or a designated meeting place (e.g. outside by the tree)
- Use one prompt that is most effective for the learner to go to that area successfully (e.g., physical prompt -walking with them to the specified area)
- Gradually eliminate the chosen prompt until the learner is independent (e.g. have the learner walk the last step to the area independently, then the last 2 steps, then the last 3, etc. until the learner walks independently)
- Provide reinforcement when the learner arrives at the specified area

MAINTENANCE/GENERALIZATION

- Safety messages should be taught across school and home, beginning with a structure, and expanding to non-structured and unplanned times
- Different people (teacher, mom dad, fire fighter, etc.) should give this message
- The timing for completing the task should be reviewed, with the goal for the learner to arrive at the named area as quickly as possible

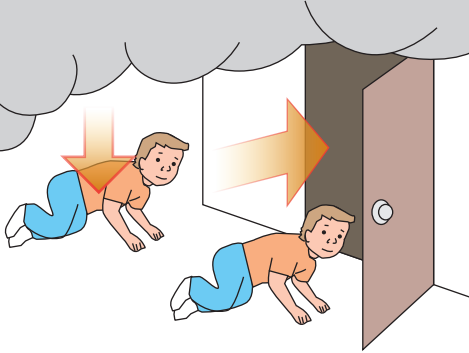
Sample Datasheet

Date	Designated area	Independent/Correct (+)	Prompted/Incorrect (-)

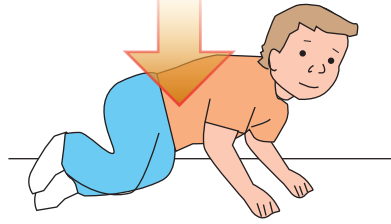
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<p>cool burn</p> 	<p>5 minutes</p> 	<p>Stop, Drop, and Roll</p> 	<p>stop</p> 
<p>drop</p> 	<p>roll</p> 		

<p>Get Low and Go</p> 	<p>get low</p> 	<p>GO</p> 	<p>Cool Burn for 5 Minutes</p> 	<p>cool burn</p> 	<p>5 minutes</p> 
<p>Stop, Drop, and Roll</p> 	<p>stop</p> 	<p>drop</p> 	<p>roll</p> 		

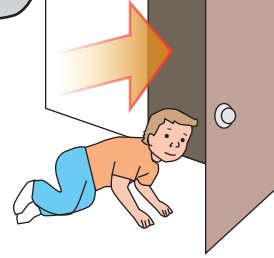
Get Low and Go



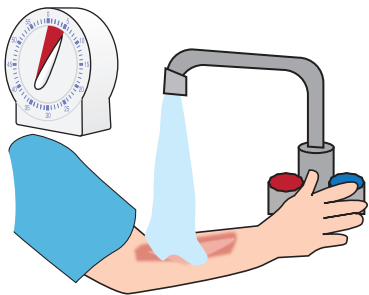
get low



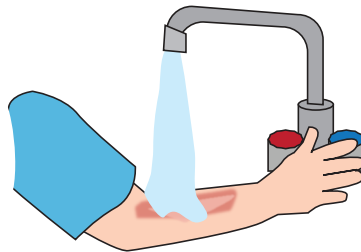
GO



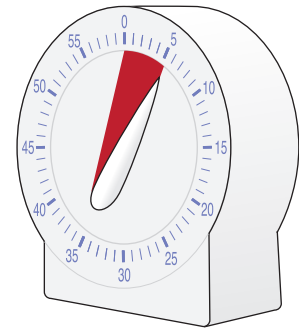
Cool Burn for 5 Minutes



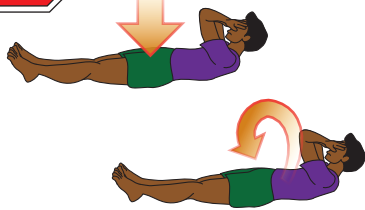
cool burn



5 minutes



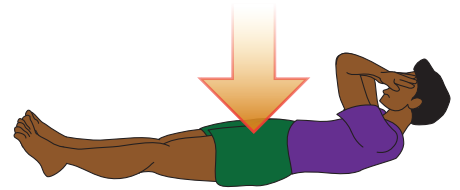
Stop, Drop, and Roll



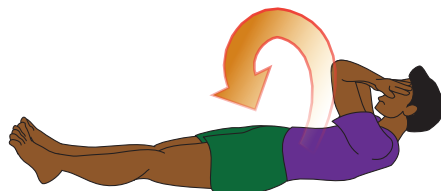
stop

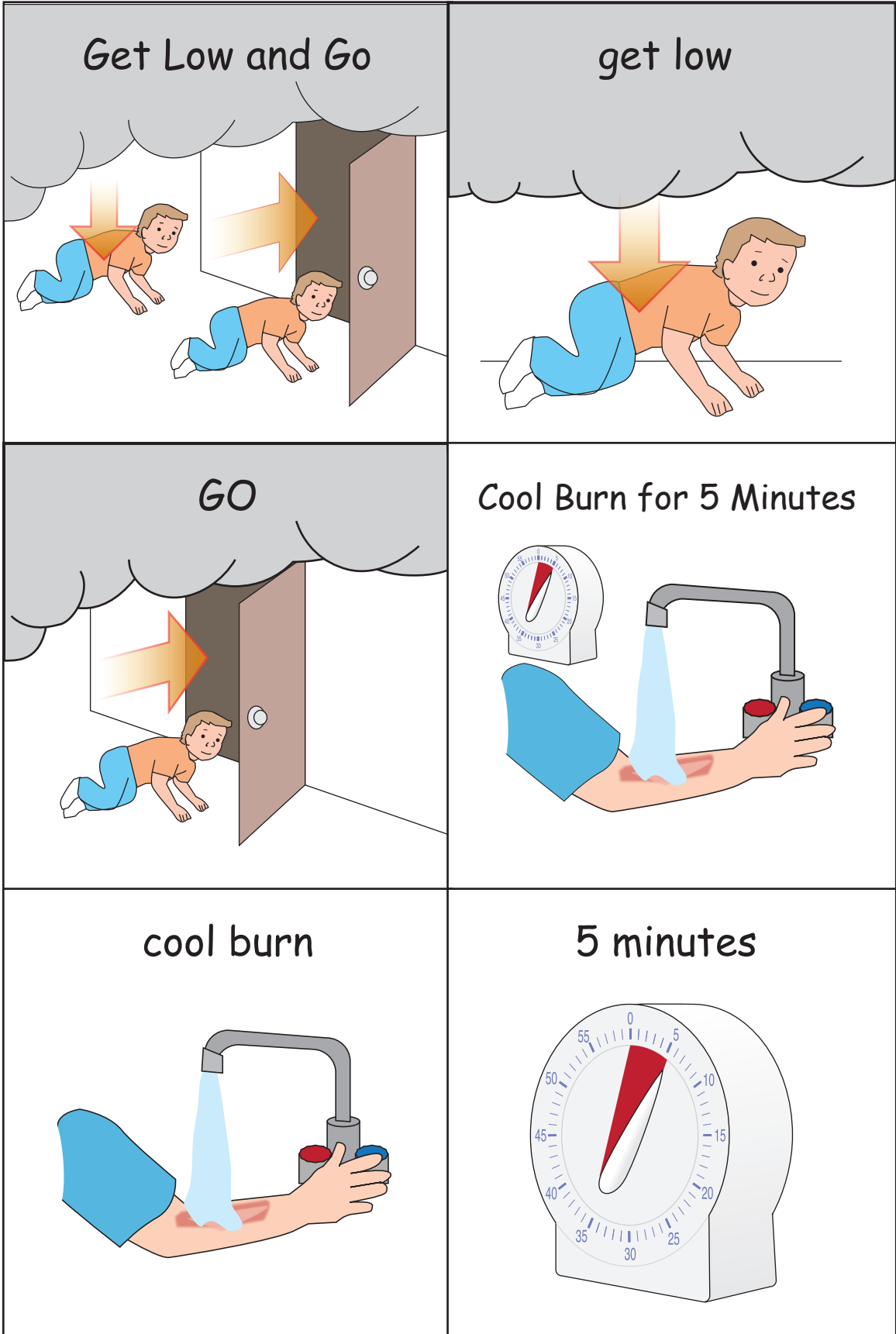


drop

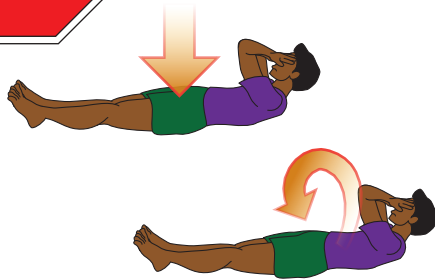


roll





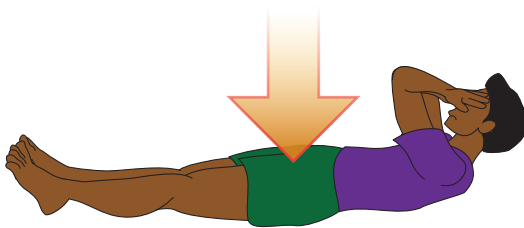
Stop, Drop, and Roll



stop



drop



roll

