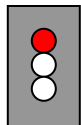
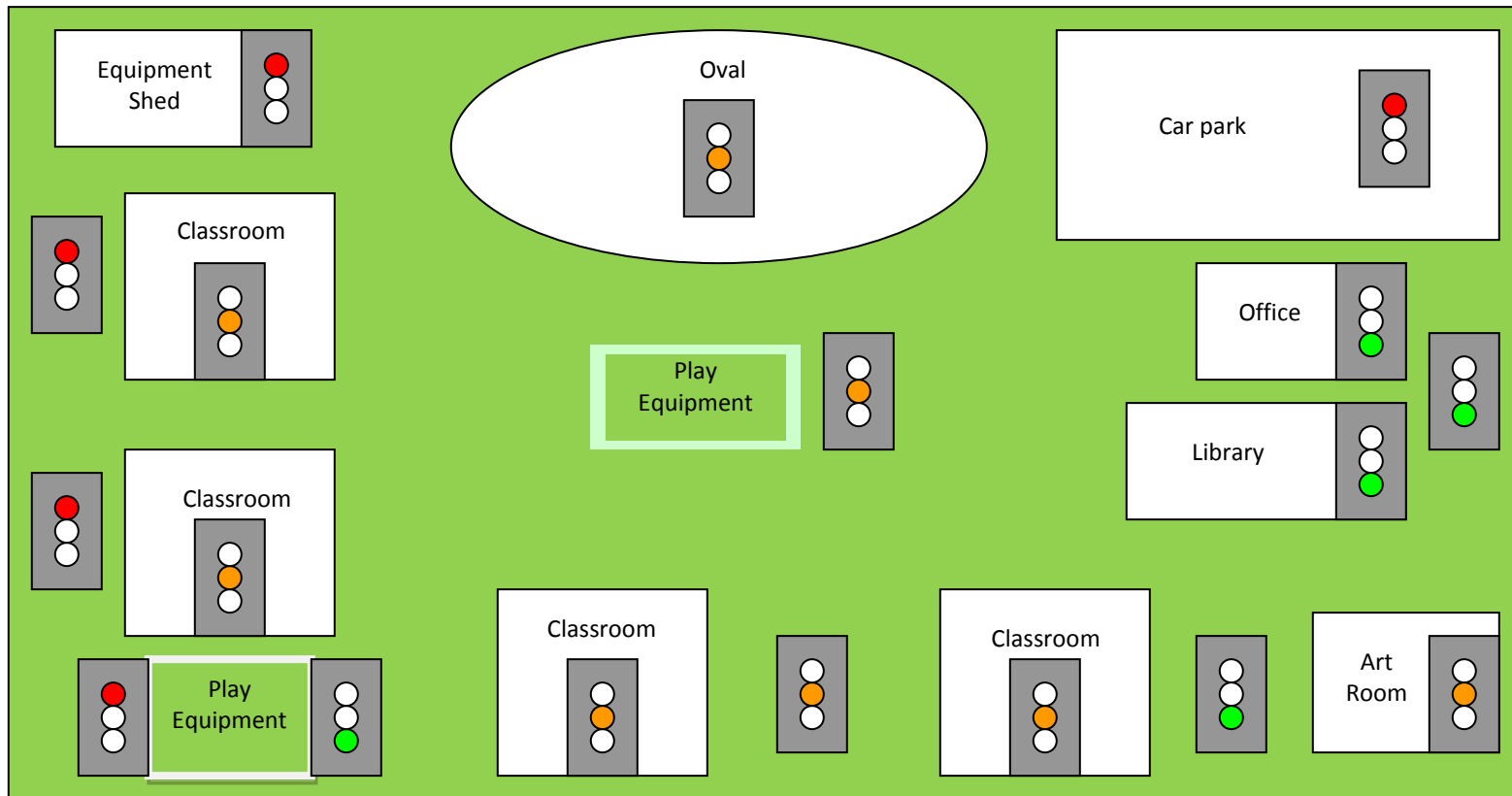
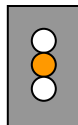


My School Safe Zone Map for 2010



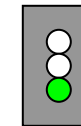
Suggestion for what RED MEANS

- No go zone
- Generally unsupervised
- Dangerous
- Authorised persons only



Suggestion for what ORANGE MEANS

- Sometimes unsupervised
- Loud busy games area
- Strategies for management required
- Rules may change



Suggestion for what GREEN MEANS

- Safe supervised quiet games only.
- Retreat area.
- Eating areas
- Staff Areas

Safe Zone Maps can be an effective visual tool for individuals with an ASD.
Consider some of the following suggestions to increase the effectiveness of the Safe Zone map.

Suggestions for “Safe Zone” maps:

- Name the map with the school name and the year of the map. This will assist the student if they use a more than one “Safe Zone” map in their day to day lives. It will also ensure that the map is updated each year to cater for changes in the yard.
- A “Safe Zone” map can be used in work places, respite etc.
- Adjust the way the map is used to cater for the individuals abilities. For examples, emotion faces might be more appropriate (☺, ☹) or block colour coding entire areas.
- Those that are high functioning may still benefit from a map but create the “labels” with consultation with the individual. They may already have created their own feelings about each area and may be grateful for a map to help them with thought processing.
- Create specific meanings for “traffic light” indicators that are specific to the school and the individual.
- Create clear rules and include these with the map for the ASD individual.
- Ask the entire School/Staff to commit to the rules so that you can ensure areas that are “Green” are actually safe, supervised areas. This is the most important agreement for the success of the Safe Zone Map.
- Inform all school students of zones and what they mean. Other students might benefit from accessing green areas. Laminated signs for the traffic light indicators could be placed in the actual areas as reminders.
- Give the students with an ASD a pocket version for use when in the yard.
- Give yard duty teachers a lanyard version to remind themselves and students.
- Place an A4 size on the ASD Students desk to allow them to plan prior to yard time.
- A “Safe Zone” map can help with incident reporting for the student.
- When the system is new to the school or the student, check in with them daily to see if there are any issues that need addressing. This will help with anxiety if the “School Safe Zone map” needs some adjustments. The ASD student is unlikely to tell you unless asked directly.

If it appears that the map isn’t working: consider if it is the map or have some of the rules changed? Is the individual aware of the changes? Have they been recorded on the map accordingly? Is the map age and ability appropriate? Is the school committed to the map? Does that individual have access to the map before and during yard time?