

# Guide to Teaching How to Respond to a Smoke Alarm

**Objective:** Upon hearing, seeing or feeling the vibrations of a smoke alarm, the learner will exit the building safely.

**Domain:** Health and Safety

<b>Preparation and Materials</b>
<ul style="list-style-type: none"> <li>• The team decides which type of alarm is best for the child/teenager/adult (the learner).                             <ul style="list-style-type: none"> <li>○ Note: Multiple types of alarms or adaptations to an existing alarm might be needed. This should be reviewed by the team and the school or agency administrators.</li> </ul> </li> <li>• Identify ways to assist and support the learner to complete the task. The help provided should be chosen based on what is most beneficial for that person. Examples of help: model, verbal/vocal, physical guidance, gesture, visual.</li> <li>• Materials: Prior to the lesson decide if it is feasible to use the actual alarm or a similar sound, light, or vibration alarm.</li> </ul>
<b>Steps to Learning</b>
<ul style="list-style-type: none"> <li>• Identify what motivates the learner (i.e., fist pumps, happy faces, free time, etc.).</li> <li>• Decide which step in the sequence to teach first. For example, the first step-stopping an activity or the last step-arriving at the meeting place.</li> <li>• Use the identified/chosen type of help support that is most effective for the learner.</li> <li>• Gradually eliminate the chosen help at each step in the sequence until the learner is independent.</li> <li>• Celebrate success! (Celebrations can occur along the way and at the end).</li> </ul>
<b>Details on Teaching</b>
<ul style="list-style-type: none"> <li>• Begin with planned structured times, expand to unstructured and unplanned times.</li> <li>• Have a primary route and an alternative route for evacuation. Practice both routes.</li> <li>• Vary the time of day, the people with the learner, and the place where the learner is when the alarms are activated.</li> <li>• Identify a targeted time for evacuation. Document the response time for stopping, locating an exit, and leaving the building. The time to evacuate should decrease so everyone is evacuating as quickly as possible (e.g., target time less than 3 minutes).</li> <li>• For learners who are non-ambulatory the team should have an emergency plan in place for all staff to learn and follow.</li> </ul>

## Sample Data Sheet

+ (plus) = Independent    - (minus) = prompted (note type of help: e.g., P=physical, G=gesture)

<b>Steps</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>
Stops activity						
Locates and moves to exit						
Leaves the building						
Goes to the meeting place						
Time to complete this sequence	1-2 min 2-3 min 3-4 min 4-5 min >5 min					