

National Center on Deaf-Blindness



Transition Activities

Symbols and Signage Scavenger Hunt

Topic:

Symbols and Signage Scavenger Hunt will help your son/daughter with people skills and community belonging which will have a positive impact on employment success.

Overview:

Getting ready for functioning in the work place requires the ability to find areas within environments that meet personal functional needs such as getting refreshed, using a restroom, getting a drink, locating the correct door, etc. Being aware of symbols and signage in familiar environments first, and then in unfamiliar environments is the first step to being able to use them in a relevant way. Additionally, it helps your son/daughter build understanding of community venues and environmental patterns.

The purpose of this activity is to practice finding symbols and signs that are relevant to your son's/daughter's life. In particular, restroom signs, exits, room numbers, and wheelchair accessibility.

Outcomes for your child's transition development:

Your son/daughter will increase his/her ability to function more independently in community venues by seeking out and using information given in symbols and signs.

Activity Directions:

Make a list of the symbols and signs your son/daughter recognizes. Common symbols and signs include: restroom, exit, arrows, fire extinguisher, danger, stair, no smoking, reserved, wheelchair accessible, room numbers, elevator, recycle.

Plan your scavenger hunt. You will modify these directions to meet your son's/daughter's individual needs.

1. Choose 2 inside locations, one familiar and one unfamiliar to your son/daughter.
2. Review known symbols, what they mean and where you'd typically look for them.
3. Go first to a familiar public building to locate symbols and signs.

4. Then go to an unfamiliar public building to find those same symbols. (Not necessarily the same day.)
 - a. If your son/daughter perceives a new sign, make it a teachable moment. Explain the sign and its relevance to him/her.
 - b. At a minimum, include restroom, elevator and exits.
 - c. Consider these locations if available in your community: school, library, mall, shopping center, government building, college campus
5. If your son/daughter cannot perceive signage, have him/her practice asking people for directions (and following them) to the bathroom, elevator, etc. in the communication mode that he uses for public interactions. This could be communication cards, speech output systems, or intervener.

Ways to either Simplify or Increase Complexity:

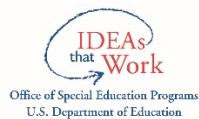
Ideas for Simplifying Activity

- In everyday routines, expect your son/daughter to indicate the need to use the bathroom.
- Expect active participation in all travel situations: push buttons, open/close doors, point to locations, give instructions regarding where to turn, when to stop, when the destination has been reached. Take your son/daughter out into the community with you as much as possible.

Ideas for Increasing the Complexity of the Activity

There is a teaching strategy in orientation and mobility that is called a “drop off” lesson. The student is taken to a carefully chosen location, is dropped off and told to meet the instructor at a specific location. The student feels independent and practices using skills he/she has already acquired to get to the location. The instructor stands out of sight but monitors for safety. This is a great way to practice independent skills and problem solving in a fun and safe way.

- Example: at a familiar mall, drop your son/daughter off at an outside door and say, “I will meet you at the bathroom. Good luck!”
- Example: on your weekly routine to the grocery store, “I will meet you in the produce section.”
- The important parameters in choosing the location you use are these:
 - It is familiar and safe for your son/daughter.
 - There is a way for you to visually monitor if appropriate.
 - Your son/daughter expresses positive emotion regarding the experience and is not terrified.
 - Your son/daughter clearly understands the task; or you co-actively go through the steps so he/she knows what is expected.
 - You share a sense of joy, interest, or positive regard about doing the activity together.



The contents of this document were developed under a grant from the U.S. Department of Education #H326T130013. However, those contents do not necessarily represent the policy of The Research Institute, nor the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Jo Ann McCann.