

# AUTISM in the wild

Adaptive Fire Safety Education  
for Individuals with Disabilities

presented by



# About Us



**Holly GOODMAN** The ISAAC Foundation, Spokane, WA  
Founder and Executive Director since 2007  
Columnist writer for Spokane CDA Living Magazine  
Autism parent

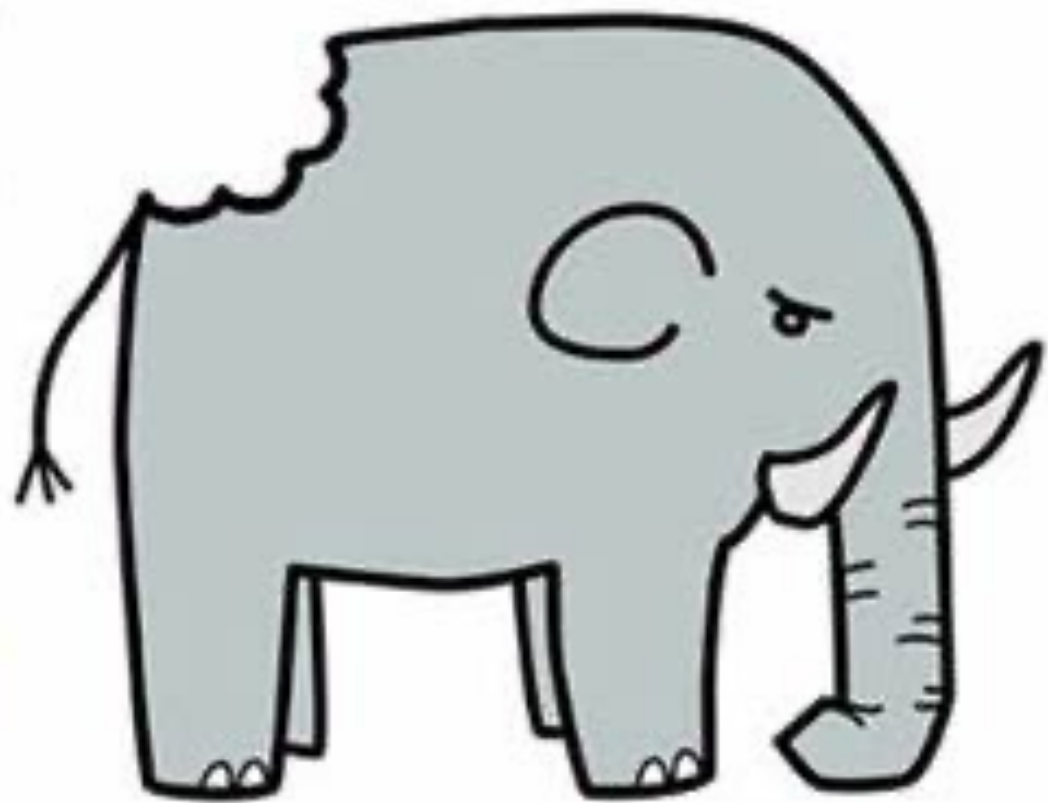
**Lt. John GOODMAN** Spokane Fire Department  
Paramedic Firefighter for City of Spokane since 1999  
Fire Investigation Lieutenant (Special Investigation Unit)  
Autism parent

# Objectives

- **The need for developmentally appropriate fire safety education for individuals with disabilities.**
- **Learning objectives for teaching adaptive fire safety education**
- **Grant funding and data collection**



HOW DO YOU EAT  
AN ELEPHANT?  
ONE BITE  
AT A TIME!



what is **AUTISM**?



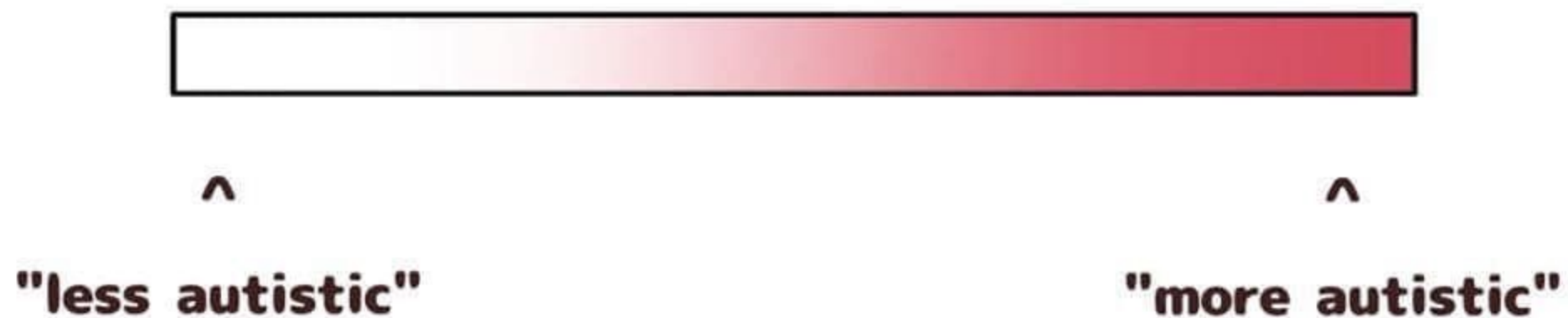


# the **SPECTRUM**

**As the term “spectrum” indicates, there can be a wide range of effects. Those at the lower-functioning end of the spectrum may be profoundly unable to communicate and relate/interact with their surroundings or loved ones.**

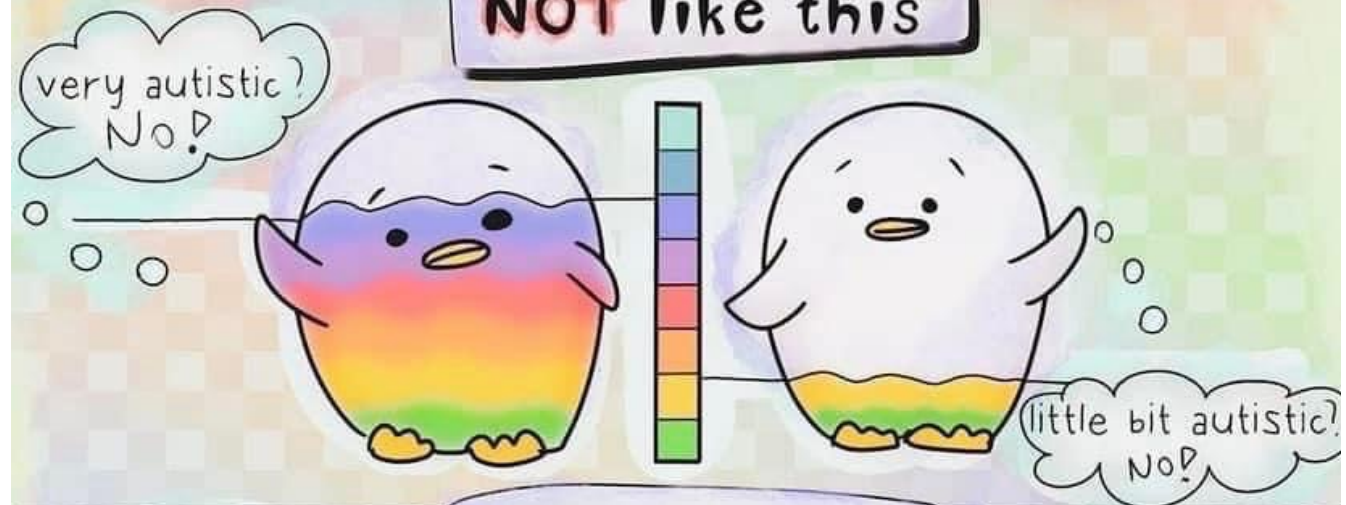
**Those at the higher-functioning end may be able to lead independent lives but still be awkward in their social interactions.**

**what people think the autism spectrum looks like:**

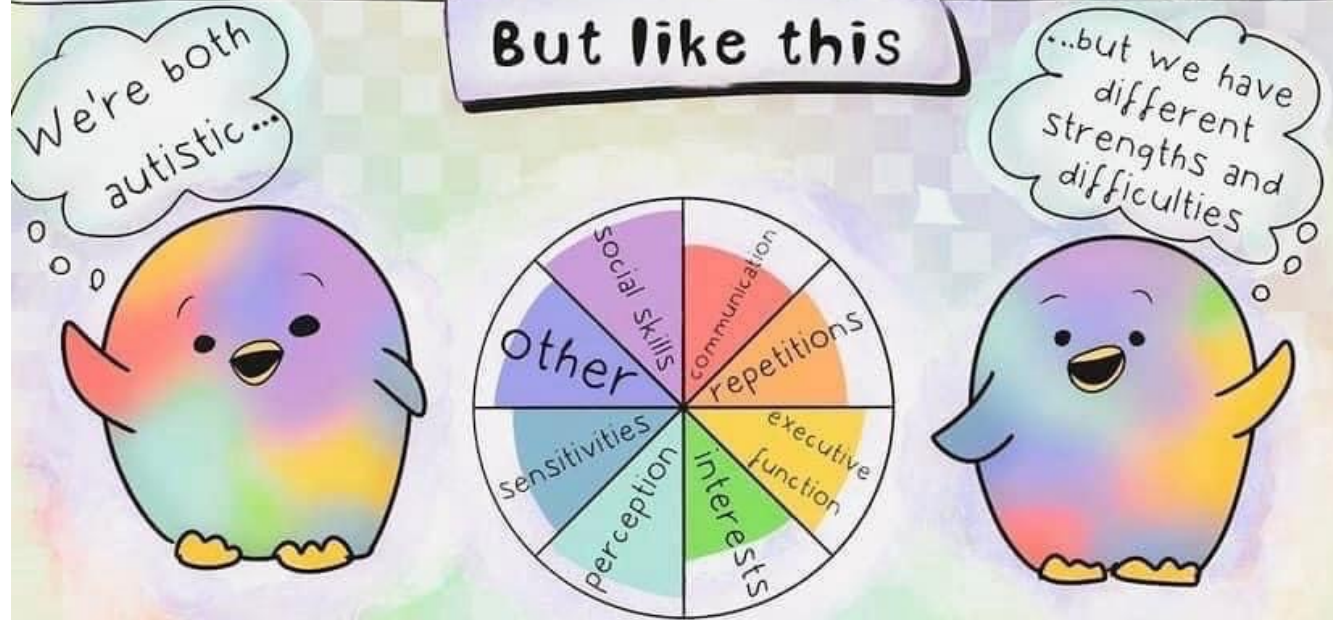


# Autism is a spectrum

NOT like this



But like this



@autism happy place

**“If you’ve met one person with autism, you’ve met just one person with autism.”**

**Stephen Shore, EdD**



# autism **FACTS**



The Center for Disease Control (CDC) estimates:

**1 in 44 children** has an autism spectrum disorder (ASD)

ASD affects **1 in 27 boys** WHILE ONLY AFFECTING  
**1 in 116 girls**

While CDC data suggest that **FOUR** out of **FIVE** ASD individuals you encounter will be **MALE**, current research supports that many females are being missed because the screening criteria was developed based on predominately male subjects.

# autism prevalence

AS REPORTED BY THE CDC - ADDM REPORT: 2000-2018

Birth Year	Survey Year	Year Reported	Autism Rate
2010	2018	2021	1 in 44
2008	2016	2020	1 in 54
2006	2014	2018	1 in 59
2004	2012	2016	1 in 69
2002	2010	2014	1 in 68
2000	2008	2012	1 in 88
1998	2006	2009	1 in 110
1996	2004	2009	1 in 125
1994	2002	2007	1 in 150
1992	2000	2007	1 in 150

**Notes:**

ADDM = Autism and Developmental Disabilities Monitoring Network

Source: [www.cdc.gov](http://www.cdc.gov)

diagnosis **TRENDS**



# autism

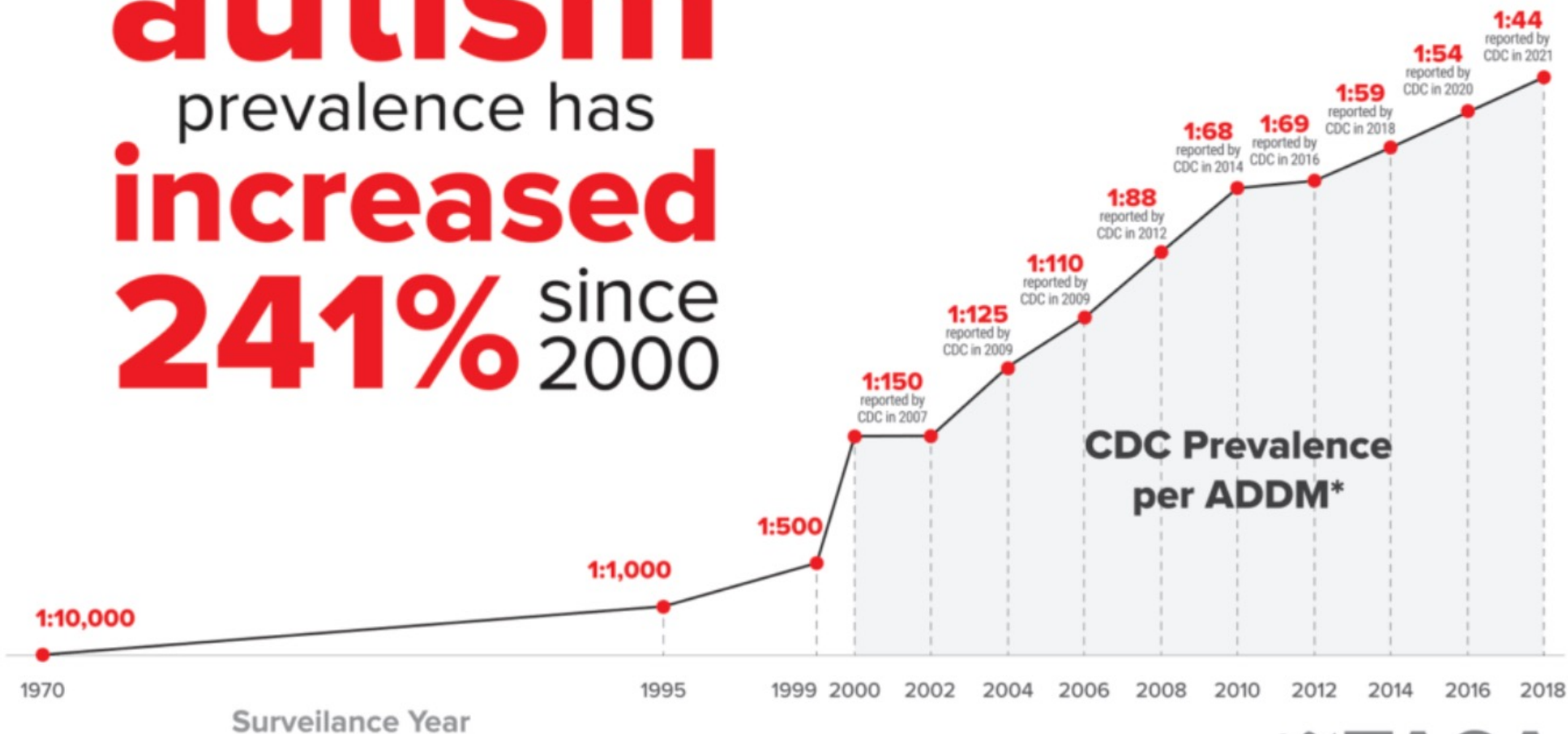
prevalence has

# increased

since

# 241%

2000



\*ADDM (Autism and Development Disabilities Monitoring Network)

# ADAPTIVE FIRE SAFETY EDUCATION





# **rote** **MEMORIZATION**

**Rote memorization is the process of learning things by repeating them until mastery. Rote memory does not allow for sophisticated comprehension or analysis to take place.**

**AUTO PILOT | HABIT CREATION**

The background of the slide features several large, light gray puzzle pieces scattered across the white surface. One piece is in the top left corner, another is in the bottom right corner, and a third is partially visible on the right side. The puzzle pieces are interlocking and have a soft, slightly blurred appearance.

Children with disabilities are at higher risk of serious injury in home fires due to:

- Previous associations to first responders
- Refusal to leave their most safe/comfortable place in the world
- Unpredictable emergency scene waiting for them outside of the home
- Overwhelmed/shut down with sound of smoke alarms
- Disarming smoke alarms to protect sensory system
- Lack life-saving skills (bear crawling, opening hot doors, utilizing emergency exit plan)



Rote learning begins with:

- developmentally appropriate micro lessons
- positive experiences
- repetitive practice

ISAAC's Fire Safety Learning Center is a place for youth with disabilities to learn critical, life saving, developmentally appropriate fire safety skills and interactions so they are prepared in the event of an emergency.



# Scaffold Learning

Fire Safety Learning Curriculum (level 1.0)

Fire Safety Learning Curriculum (level 2.0)

Kitchen Safety Learning Curriculum (level 3.0)



# Fire Safety Learning Curriculum (level 1.0)

Learning points and measurable skill development:

Recognizing items in a home that are hot

Skill development: take three steps away from hot items

Recognizing unsafe items

Skill development: impulse control/get an adult if an unsafe item is found \*

Acclimating to smoke alarm tones

Skill development: practice volume levels 1, 2 and 3 \*

Stay low to avoid smoke

Skill development: bear crawl activity

Recognizing exits

Skill development: identifying exit points and emergency exits (windows)

Meet a firefighter

Skill development: building tolerance to physical appearance and touch of a firefighter in full bunker gear including SCBA (self contained breathing apparatus)

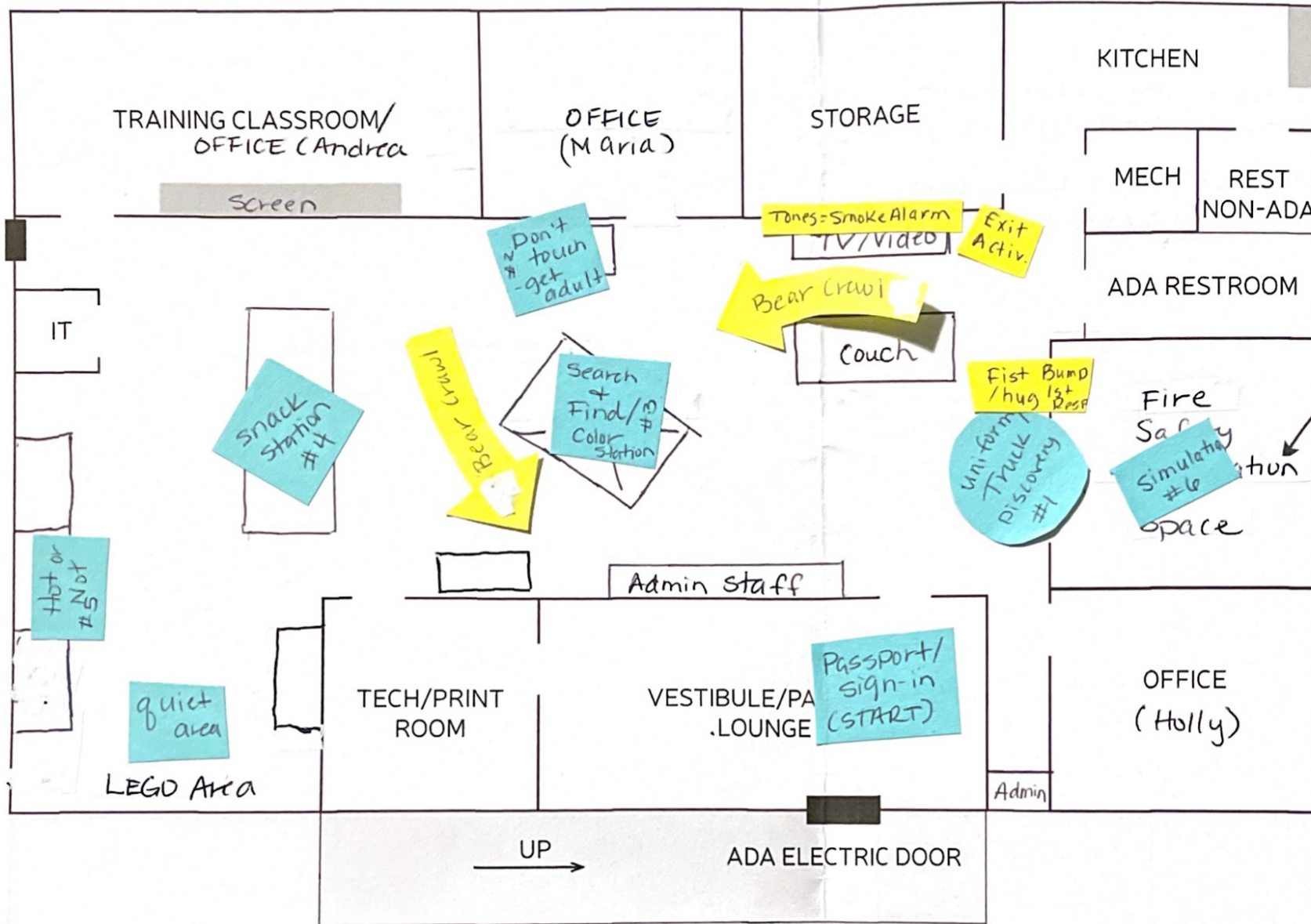
Fire Simulation experience

Skill development: independently identify four unsafe situations throughout the simulated apartment (kitchen and living room)

Skill development: demonstrate competency of the five skills needed to safely exit from the bedroom of the Fire Safety simulation space.



# Fire Safety Learning Curriculum (level 1.0)



# ISAAC'S FIRE SAFETY

## LEARNING CENTER PASSPORT

C

MY NAME IS:

**1**  **HIGH-FIVE** OR **HUG** A FIREFIGHTER

**2** **HOT** OR **NOT?**   
/3

**3**  **DON'T TOUCH** GET AN ADULT   
/5

**4**  **BEAR CRAWL**

**5**  **COLORING STATION**   
/5

**6**  **FIRE SAFETY ROOM**   
/9

**7**  **I HEAR A SMOKE ALARM**

**8** **TURN IN PASSPORT FOR A SURPRISE!**

NOTES:











# Fire Safety Learning Curriculum (level 2.0)

Learning points and measurable skill development:

Recognizing the risk of playing with fire | See something, say something

Skill development: recognizing unsafe behavior and reporting

Charging electronic devices (computers, iPads, phones)

Skill development: recognizing unsafe conditions for charging electronics

Acclimating to smoke alarm tones

Skill development: practice volume levels 1, 2 and 3

Stay low to avoid smoke

Skill development: Stem activity to understand dynamics of smoke | Keep bedroom doors closed

Microwave safety

Skill development: identifying items that can safely go in a microwave

Elements of a 911 call

Skill development: demonstrate four elements of making a 911 call

Fire Simulation Experience

Skill development: independently identify four unsafe situations throughout the simulated apartment (kitchen and living room)

Skill development: family escape plan development

Skill development: demonstrate competency of the five skills needed to safely exit from the bedroom of the Fire Safety simulation space.



# Kitchen Safety Learning Curriculum (level 3.0)

Learning points and measurable skill development:

Smoke alarm maintenance and locations

Skill development: practice checking and changing batteries

Stove and oven safety

Skill development: correct unsafe responses and demonstrate appropriate reactions

Microwave safety

Skill development: identifying items that can safely go in a microwave

Garbage can fires

Skill development: Correct unsafe responses and demonstrate appropriate reactions

Fire extinguisher use

Skill development: Point, aim, shoot, sweep (PASS)

Elements of a 911 call

Skill development: demonstrate four elements of making a 911 call

Basic first aid and burn care



# GRANT FUNDING & DATA COLLECTION

Classroom Skill Report



The ISAAC Foundation  
606 W. Sharp Ave.  
Spokane, WA 99201  
509-325-1515  
www.theisaacfoundation.org



## CLASSROOM SKILL REPORT

### ISAAC FIRE SAFETY (CURRICULUM 1.0)

VISIT DATE	TEACHER NAME	PREPARED BY
3-29-22	Unknown	Holly Goodman

### PURPOSE

To ensure special needs youth are equipped with the necessary skills to prevent and escape potential fire scenarios, The ISAAC Foundation has collaborated with the Spokane Fire Department to create developmentally appropriate fire safety education for youth in Spokane who have autism and other disabilities. The curriculum is skill-level based and offers hands-on learning activities that measures each participant's skills and tracks learning over time to ensure skill progression.

### MEASURED SKILLS DURING PRESENTATION

HUG/HIGH 5 FIREFIGHTER IN GEAR	SCORE	ALARM TONES	TONE RANGE	BEAR CRAWL	SCORE
Nashton	Pass	Nashton	Full	Nashton	ND
Gabby	Pass	Gabby	Full	Gabby	PASS
Sherrie	Pass	Sherrie	Full	Sherrie	PASS
Willow	Pass	Willow	Full	Willow	MODIFIED
Malakai	Pass	Malakai	Full	Malakai	PASS
Nathan	Pass	Nathan	Full	Nathan	PASS
Andy	Pass	Andy	Full	Andy	PASS
Logan	Pass	Logan	Full	Logan	PASS
Noah	Pass	Noah	Full	Noah	PASS
Riley	Pass	Riley	Full	Riley	PASS

ND=NOT DEMONSTRATED

MODIFIED=KNEES NOT TOUCHING

#### MEASURED SKILLS DURING ACTIVITY CENTERS

HOT OR NOT ITEM IDENTIFICATION	SCORE	SAFE/UNSAFE ITEMS	SCORE	SEARCH & FIND EXITS ACTIVITY	SCORE
Nashton	PASS	Nashton	PASS	Nashton	NM
Gabby	PASS	Gabby	PASS	Gabby	NM
Sherrie	PASS	Sherrie	PASS	Sherrie	NM
Willow	PASS	Willow	PASS	Willow	NM
Malakai	PASS	Malakai	PASS	Malakai	NM
Nathan	PASS	Nathan	PASS	Nathan	NM
Andy	PASS	Andy	PASS	Andy	NM
Logan	PASS	Logan	PASS	Logan	NM
Noah	PASS	Noah	PASS	Noah	NM
Riley	0/5*	Riley	CN*	Riley	NM

**\*IDENTIFIED FOOD ITEMS AS COLD BUT NOT SUCCESSFUL WITH IDENTIFYING HOT/COLD OBJECTS**

**CN=CONCERNS NOTED. SEE BELOW**

**NM=NOT MEASURED**

#### REFERRALS FOR ADDITIONAL PROGRAMS

CHILD'S NAME	CONCERN
RILEY	RILEY DEMONSTRATED COGNITIVE UNDERSTANDING OF ITEMS THAT ARE DEEMED UNSAFE BUT STRUGGLED WITH IMPULSE CONTROL AND STILL ATTEMPTED TO HANDLE FIRE STARTING PROPS FOR EXPLORATION. REFERRAL TO A COMMUNITY RISK REDUCTION PROGRAM IS RECOMMENDED.

#### CONCLUSIONS/RECOMMENDATIONS

Based on our recent visit, we believe that your classroom would benefit from:

[ ] another visit in the future with the ISAAC Foundation team practicing 1.0 curriculum for further mastery.

[X] another visit in the future receiving our 2.0 curriculum which focuses on:

Fire Safety Learning Curriculum (level 2.0)

Learning points and measurable skill development:

- Recognizing the risk of playing with fire | See something, say something
  - o Skill development: recognizing unsafe behavior and reporting
- Charging electronic devices (computers, iPads, phones)
  - o Skill development: recognizing unsafe conditions for charging electronics
- Acclimating to smoke alarm tones
  - o Skill development: practice volume levels 1, 2 and 3
- Stay low to avoid smoke
  - o Skill development: Stem activity to understand dynamics of smoke



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