



# SoSAFE!

A set of visual and conceptual tools designed to promote social safety for people with an Intellectual Disability (moderate to severe range) and Autism Spectrum Disorder.

at Parayhouse School

# What is SoSAFE ?

- Simplified model of social reality
- Set of practical visual tools
- Promotes and teaches independence in social safety
- Whole school approach and language

# SoSafe! At Parayhouse School

At Parayhouse, we know that all of our children are vulnerable and endeavour to build their understanding and awareness of how to keep themselves safe at all times.

SoSafe! provides a set of conceptual tools designed to promote social safety through:

1. The provision of a simplified and 'rule-governed' model of social reality
2. Teaching the type and degree of verbal and physical intimacy appropriate with different categories of people
3. Teaching strategies for moving into intimate relationships in a safe and measured manner
4. Providing visual communication tools for reporting physical or sexual abuse
5. Facilitating and maintaining support networks

# Why are we using SoSAFE ?

- Aimed at students with intellectual disability
- Our students have difficulty retaining learnt information so require a concrete visual reference
- Provides 'black and white' framework of what is OK/not OK which can be built on for more cognitively able students
- Teach students it is OK to say 'no' to adults
- Gradually phasing adult prompts to step towards independence

# Why are we using SoSAFE ?

? What happens when **you** walk past a stranger in the community?

? What happens when one of our **students** walks past a stranger in the community?

? What could happen if that **student is alone** when encountering a stranger in the community?

# Consent



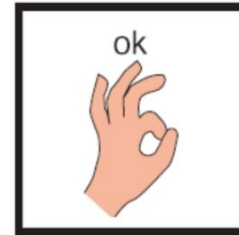
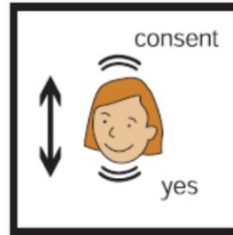
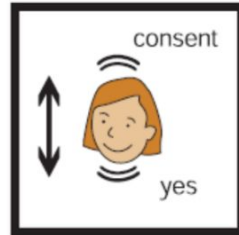
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## What am I allowed to do?

"Yes, Yes, OK"

"I say yes, you say yes and it's an OK thing to do"



Yes, Yes, OK page

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YES – YES – OK

NO – GO – TELL

## 3 tools:

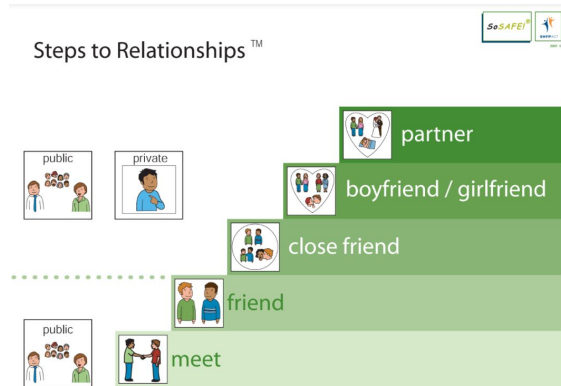
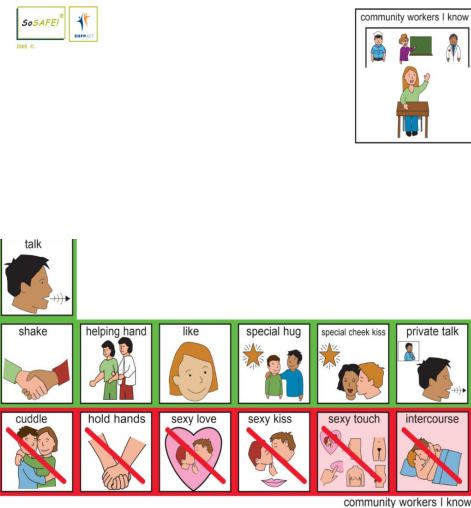
## Talk-touch triangle



## People and relationships →




## Steps to relationships


























# Tool #1 - Talk Touch Triangle



## TALK TOUCH TRIANGLE



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# Tool #2 - People and Relationships



community workers I know

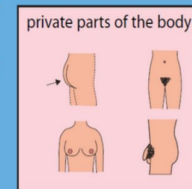
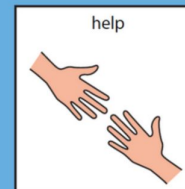


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Who can help to wipe or wash my private parts?



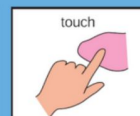
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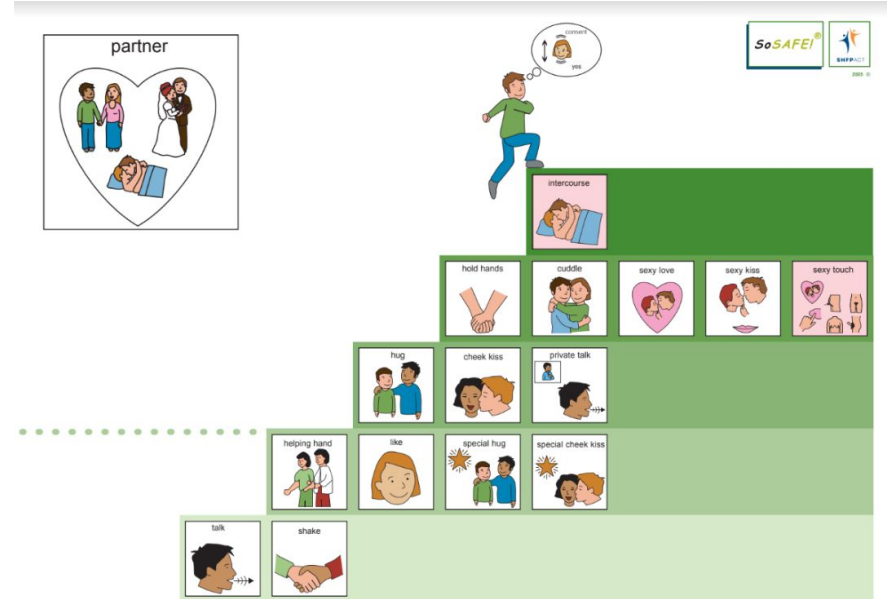
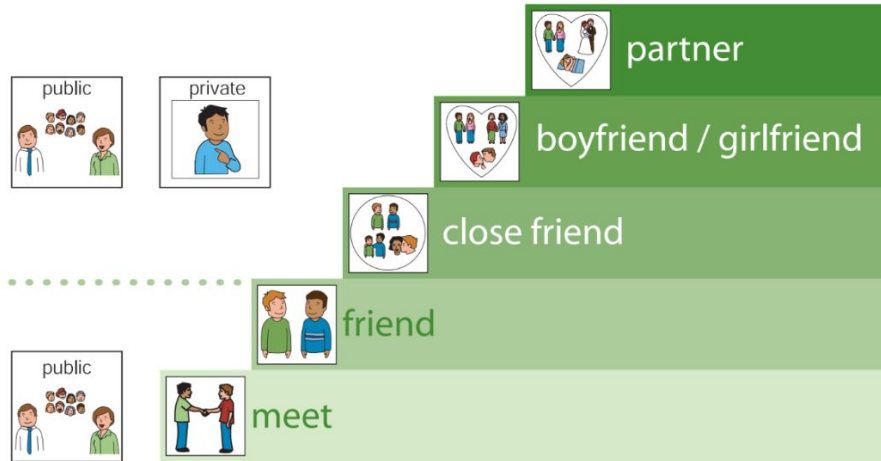
help page



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# Tool #3 - Steps to Relationships

## Steps to Relationships™



# How do we teach it?

- Systematic teaching of **symbol discrimination**
  - *Students need to learn what the symbols mean and differences between similar symbols*



# Teaching Sequence

- Follow teaching sequence of *concepts*  
- pg 53

Stage 1:

1.A *Private* and *Public* Parts of the Body

1.B *Private* and *Public* Places / Private Things (behaviours)

etc...

Teaching *scripts* and teaching ideas are provided for each step

*\*2x 20-30min structured teaching sessions per week*

*...plus*

*\*Incidental 'teachable moments'*

# Scripted Definitions:

**Every concept within SoSafe! Has an associated script to teach learners.**

**Here are some examples:**

- **Friend** - *“A friend is someone I know, like and help”*
- **OK Helper** - *“When I am scared, sad or need help, I can ask my OK helper”*
- **Consent** - *“Consent means I ask, you say yes. You ask, I say yes”*

# How we are going to embed it through school:

- Use *practical, meaningful, functional* teaching activities and capitalise on *‘teachable moments’*

e.g.

- **Help page** - encourage students to report incidents in playground
- **Talk Touch triangle** - correct errors in labelling of relationships (e.g. student calling a teacher their boyfriend)
- **Embedding concepts** - e.g. student hugs visitor (someone I *‘don’t know’*)

# How you can help

- Photos for the development of the 'People & Relationships Book'
- Same use of language through home and school - we will share with you the definitions we are using as we teach each concept
- Keep us informed about any concerns or issues regarding social safety so we can support you to navigate this with your child using the SoSafe! Structure and also tailor support to your child at school