



**Visual Supports and Stories**

# **ZONES**



**SARA**  
SEARCH  
AND RESCUE  
FOR AUTISM

# ZONES



**My name is**

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*What is your name?*



**I am going to**

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*Where are you going?*



**I am going with**

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*Who is going?*



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# ZONES



This is a new place for me  
and I need to stay near my  
**parent/guardian/friends.**

**GREEN ZONE**  
(Safety Zone)

**YELLOW ZONE**  
(Transition Zone)

**RED ZONE**  
(Danger Zone)

When I get there, my caregiver  
will tell me about the ZONES.



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## Green Zone

**The Green Zone is the safe zone where I can play, learn and explore.**

My caregiver will tell me where the safe zone starts and ends.

*Insert words or drawing of the Green/Safe Zone*

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## Yellow Zone

**The Yellow Zone is the transition zone.  
It may be safe or may be dangerous.  
I need a caregiver in this zone.**

My caregiver will tell me where the yellow zone is and how to get back to the green, safe zone.

*Insert words or drawing of the Yellow/Transition Zone*

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## Red Zone

**The Red Zone is the Danger zone.  
In this zone I can get hurt or lost.**

If I go in this zone, my caregiver will call for help right away and start looking for me. I need to stay where I am until someone finds me. My caregiver will tell me where the danger zone is.

*Insert words or drawing of the Red/Danger Zone*

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## ZONES



**If my caregiver doesn't tell me about my Zones I can ask.**



**By knowing about where the Zones are and staying in the Green zone I can be safe and have fun!**

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### ***How do I use Visual Supports & Stories?***

Visual Supports and stories are meant to prepare your child for a given situation. Thus, they should be reviewed prior to participating in the situation. We recommend reading the story once through without stopping with your child. Then, read it again and stop and point out a few important points. Do this numerous times and in different contexts prior to entering the situation written in the visual support story. You can ask them simple questions about the story (e.g., where should we put our garbage?)

Reading a story will help to prepare them but you still need to teach the skill embedded in the visual support story directly and create a lot of opportunities to practice. For example, when reviewing how to act around wildlife, practice in a park or your backyard after you read the visual support story. You can also highlight the importance of throwing away garbage in a labeled garbage can in your home before entering a national park. Don't forget to praise and reward your child for practicing the new skills they are learning!