### 1. Definition of Target Behavior

Kindergarten students between four and five years old that must learn to cross the street safely. They must learn to look both ways to know when is the right time to cross, likewise, to identify the appropriate stimulus that instructs of when to act.

### 2. Antecedental Strategies

There will be discrimination training that allows children to understand the meaning of the symbols of traffic signals for pedestrians. In this case, the discriminative stimulus would be the symbol of a white person, which reinforces the behavior of passing the street. The delta stimulus would be the red hand which means that it is not yet safe to pass (Ref-DJ49F2).

### 4. Use of Prompts and Incidental Teaching

This teaching will begin in the classroom with increasing difficulty in each activity. For example, visual prompts will be used first and then changed to verbal prompts so that students identify the word ''cross'' with the sign of the white person and in the same way, identify the symbol of the red hand with the word ''stop''. In the same way, the colors green and red can be used as visual prompts for other traffic signals where there are no walking signs for pedestrians. Correspondingly, having students associate green with crossing and red with stopping. When these concepts are acquired, and these stimuli control the behaviors of the students, it will be possible to carry out an exercise with graduated guidance in a secure place where they can see how it would be done in real life.

### 5. Replacement Skills

Children will be taught to recognize traffic lights before a crosswalk to understand when it is the right time to pass. Besides, they will learn to look at both sides of the street.

## 6. Consequences

When students do the exercise satisfactorily, they will be encouraged. If, on the contrary, they have not paid attention to both sides of the street or have not looked at the traffic lights, they will be instructed to repeat the exercise.