



# Elopement and Children with **ASD**



# Autism & Elopement Facts

- 49% of children with ASD engage in elopement
- 35% attempt to wander at least once per week
- More than 1/3 of children with ASD who elope are not able to communicate their name, address, or phone number
- Children with ASD who are verbal may still have difficulty communicating while stressed, confused, or afraid
- 29% of elopement occurs from a classroom or school
- 42% of autism-related elopement cases involve children 9 or younger
- Of the lethal outcomes for a child with ASD who eloped, 90% of those are related to accidental drowning (Life vests on camping and boating trips should always be worn)





# Elopement

- Elopement (also known as wandering) is the tendency of an individual to leave the safety of a responsible person's care or safe area, which may result in potential harm or injury.
- Some individuals with autism have challenges understanding safety issues and communicating with others. For example, such a child might run off from home to play in the pond down the street, and may be unable to say his name or where he lives.
- This can happen quickly, even under constant supervision!



# Autism & Elopement Insights

- Elopement is usually a form of communication (“I need...,” “I want ...,” or “I don’t want ...”)
- Children with ASD will elope (wander or bolt) to get something of interest, or away from something bothersome
- Home-related elopement incidents typically spike between April and August
- School-related elopement increase through the Fall and Winter months



# Understand the Reasons For Elopement

- When children elope, they are trying to communicate something. When you figure out what they are trying to say, you can help them communicate that need in a safer way.
- Some examples include:
  - If your child loves water, make sure he/she often goes to the swimming pool; make it part of a schedule he/she knows well.
  - If he/she has a special interest, include that in his/her routines, so that he/she does not need to elope to access it.
  - If his/her escapes are related to specific stimuli, try to prevent them; when you can't prevent them be sure to be extra vigilant in their presence.
  - Your child may love to run and explore; teach them to request this activity using words, signs, or pictures.
  - Is your child afraid of animals, or is he/she drawn to them?





# Stressors That Can Contribute to Elopement

---

- Unfamiliar settings
- Being off of their typical routine
- Public outings
- Transition periods
- Holidays
- Vacations
- Camping trips
- Outdoor gatherings
- A recent move to a new home or school
- Visiting an unfamiliar setting
- Pursuit of their special interest
- Trying to escape uncomfortable sensory stimuli

# Help!



## Ask for Help

- Elopement can be dangerous, so don't be afraid to ask for help when trying to prevent it.
- When you're at an event with a lot of family and friends, it might seem like all hands are on deck, but these situations can be overwhelming and may trigger elopement behavior. Communicate with your family and friends to make sure your child's safety is top of mind.
- Be vocal about who is watching out for your child so that it is always top of mind for someone, and let people know when you need them to "tag in."



SERVICE DOG



# Preventative Strategies

- Visual supports/prompts
- Physical boundaries
- Service dogs
- Alarms/auditory alerts
- Tracking devices
- Identifying information

*We will discuss each of these in detail*





# Visual Supports and Strategies

---

**Stop Signs:** You can post signs by the door to remind your child that they must have an adult's permission to leave. If they don't stop completely, these signs can make your child stop for a moment, giving you a chance to intervene.



# Visual Supports and Strategies

**Tape/Stop Guard Banner:** you can place tape across the doors as a reminder to your child that they must have an adult's permission to leave.

If they don't stop completely, these signs can make your child stop for a moment, giving you a chance to intervene.



# Visual Supports and Strategies

**Stand out visually:** use glow sticks, reflective or bright-colored clothing to increase your child's visibility while going into the community/at crowded events. This makes it easier to watch your child from a distance, and to find them more quickly in a crowd.





# Physical Boundaries

---

**Baby gate:** You can block the doorway to your child's room with a gate, to keep your child from leaving their room in the middle of the night



# Physical Boundaries

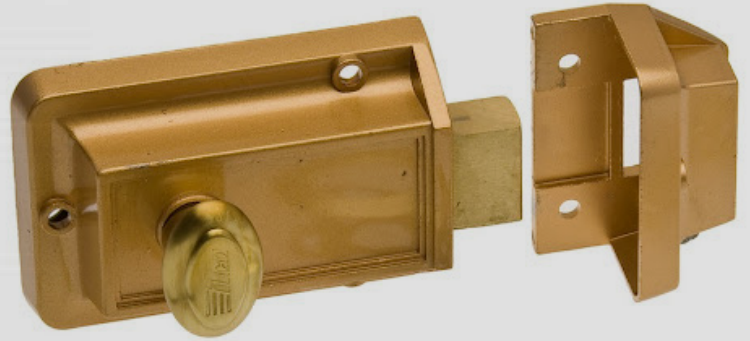
**An enclosed bed:** an enclosed bed with a locking system prevents unattended wandering. You can find this type of bed as a standard bed or a portable to take with you when you travel.



# Physical Boundaries

- **The Safety Sleeper®** is a child medical bed designed to prevent users from wandering at night and the built-in padding reduces the risk of injury from uncontrolled movement or self-harming behavior like headbanging.
  - Custom built to fit the needs of every user
  - Portable for travel so users can feel at home in any location
  - Has a variety of safety features so the family can rest easy
  - Built from durable materials and enhanced joints to stand up against heavy use and play
  - Fully enclosed to provide security and prevent unattended wandering





# Physical Boundaries



- **Deadbolts and locks:** are another way to slow down or stop a child who is trying to leave the home without permission. You can use keypad door locks or battery-operated alarms for sliding doors into the yard.
- **Keypad door locks:** so that anybody trying to exit the house needs to input a code.



# Physical Boundaries

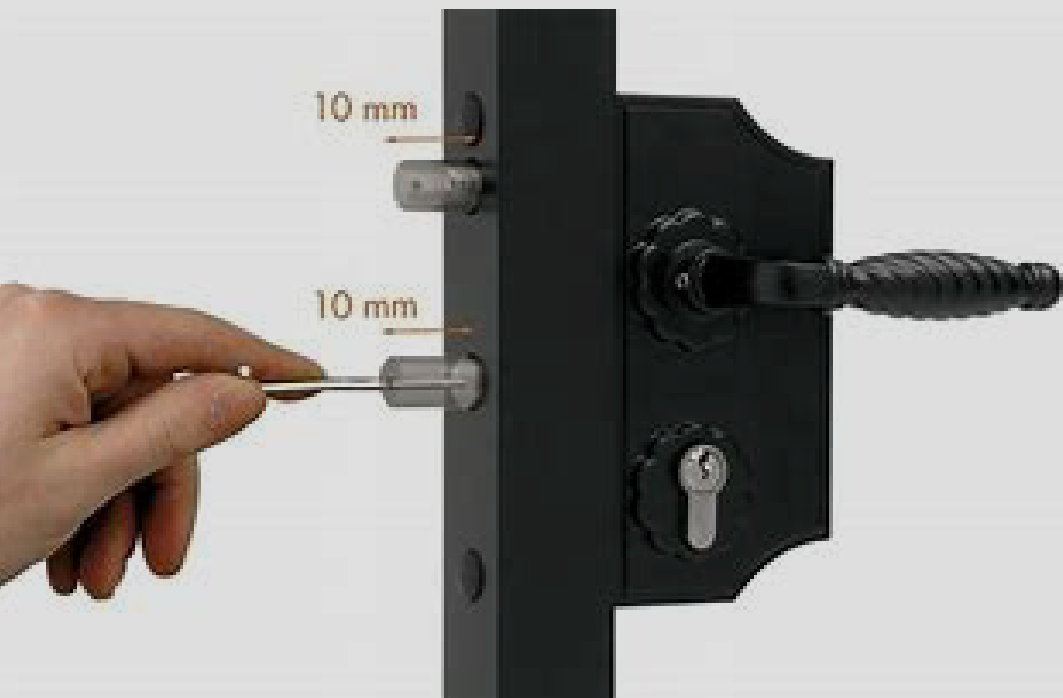
---

- **Portable locks:** while traveling, carry portable locks which provide you with extra security. In case of an emergency you could remove the lock in seconds in the dark.



# Physical Boundaries

- **Secure ground floor windows:** if your child's bedroom is on the ground floor, you will also need to secure bedroom windows. Hardware stores carry special locks to secure windows. If your child breaks glass or pounds on windows, replace the glass panes with Plexiglass to prevent injury. Some parents must place wooden boards over windows to prevent injury or elopement.



# Physical Boundaries

---

- **Fences with padlocks/locks for the gate:** putting up a fence can give you a last line of defense to keep your child from running into the road or off your property.





# Physical Boundaries



- **Seat Belt Buckle Guard:** a seat belt lock that is designed to prevent children from releasing the seat belt while the car is in motion.
- **Angel Guard:** the safety seat belt release cover acts as a safety barrier that deters children from unlocking their seatbelts.
- You can also use a **Buckle Roo** to ensure the child is safe inside the vehicle



# Physical Boundaries

- **Safety Wristband:** that ties you to your child. If you have a runner and are going to be in a crowded place, this is another potential option.
- **Service Dogs:** a service dog can not only be an amazing companion but a great help to prevent runners succeed. If you are out and about and your child tries to run away, the service dog to which your child is attached will just stop, preventing his/her escape.

The background of the slide is a photograph of a young child with blonde hair in pigtails, wearing a dark green long-sleeved shirt. The child is standing in front of a glass door, holding onto a pink, octopus-shaped handle. The text 'toddlermon!tor' is overlaid in the top right corner of the photo. A blue geometric shape is in the top right corner of the slide.

toddlermon!tor

## Toddler Safety Motion Sensor

Alerts you if your toddler leaves their bedroom and is on the move



# Alarms/Auditory Alerts

- **Battery-operated alarms for doors:** If you don't want a full home security system, you can try a battery-operated alarm, such as the **Toddler Monitor**, which hangs on your child's door and sends an alert to your phone if they leave the room. GE Battery-operated alarms are easy to install, inexpensive, and are available at many retail outlets like Walmart or Target, or can be ordered online.



# Alarms/Auditory Alerts

- **A sensor pad on the bed with an alarm:** an alarm will be triggered when your child gets up from the bed.
- **A sensor mat on the floor:** an alarm is triggered as soon as the child steps on the mat.





# Alarms/Auditory Alerts

---

- **A doorstop alarm:** Once someone opens the door, the door stopper alarm will go off which alerts you to your child opening the door.



# Alarms/Auditory Alerts

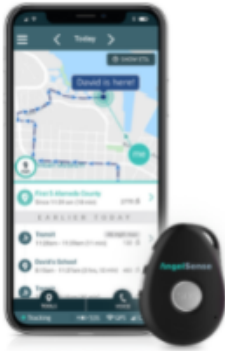
- **A wander alarm with motion detector:** it can detect movement in the bedroom or hallway and can alert you if your child tries to leave the room.



# Autism & Elopement Facts

- **Security systems and alarms:** installing a home security system on doors and windows will immediately alert you if your child opens the door.

Adiant Mobile



AngeSense GPS



# Tracking Devices

- **Wearable tracking device:** these devices allow you to track your child on your phone, cutting down the time it takes to find them.
  - There is a wide range of tracking devices available.
  - They are available as a lanyard at Amber Alert GPS, as a watch at Adiant Mobile, and as a belt, shirt, or pouch at AngeSense GPS.
  - If you choose to use a personal locating device, parents should field test the equipment in different locations, terrain, and various types of weather as if it were a real-life situation.





# Tracking Devices

- **Considerations:**

- Battery life: does the unit have to be charged? How often? Is the child unprotected while charging?
- Water resistance: can the unit be worn while bathing, swimming, showering? Will the unit transmit a signal under water?
- Is the unit removable by the wearer?
- Is geofencing/perimeter notification available?
- Cellular service in your area: will the unit work in the area of your home, school, etc.?
- Does the system involve trained emergency response personnel?
- Is the manufacturer accessible in case you have critical questions or challenges?
- What are the costs involved? Are there monthly fees?



## I Have Autism



Name: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  
Call Me: \_\_\_\_\_  
Contact Number: \_\_\_\_\_  
Contact Person: \_\_\_\_\_

My medical condition impairs my ability to communicate with others. I may not be able to answer your direct questions or have difficulty understanding your directions. I may become physically agitated if you touch me.  
**Please DO NOT think I am defying your instructions or refusing to cooperate. Please contact the person above immediately.**



# Identifying Information

You can also get ID bracelets, shoe tags, ID cards, and temporary tattoos with your child's name and your phone number in them. This can help ensure your child's safe return if they run away or wander. You can order these on Amazon, Alert Me Bands, and Temporary Tattoos with A Purpose and Safety Tat.



# Identifying Information

- **Alert Me wristbands:** with contact details and important information.

ID bands can communicate:

- Critical information (I have autism, I am non-verbal, I get very fidgety when I am anxious, etc.)
- Who to call in case of an emergency



# Identifying Information

---

**Shoe ID Tags:** are especially good for children who can't tolerate wearing an ID bracelet.



# A Child ID System Like NO Other

## ICE Card/Medical Alert ID in ONE

*Kheelz ICE Card Medical Alert ID System available in 3 sizes for your children:*



2-MEDIUM-(US Toddler 12.5 to Child 2)



## Identifying Information

### **Kheelz: ICE Card and Medical**

**Alert System:** provides a safe, secure way for children to carry an ICE Card at all times.

- o The Kheelz card is located in a special pocket area of the Kheelz shoe insert, and is accessible only when needed.
- o A shoelace charm (or waterproof permanent sticker for shoes without laces) reads "ICE Card in Shoe Insert."



# Identifying Information

- **Lost and found/temporary tattoos:** Some kids will remove anything you put on them (tracking devices, bands, etc.) so another clever way to provide them with the critical information that will be needed if they get lost can be lost and found tattoos.
- Safety Tat is a fun and colorful temporary safety tattoo that's customized with your mobile phone number. When applied to the arm of your child, Safety Tat provides an immediate, highly visible form of child identification.



## I Have Autism:

My medical condition impairs my ability to communicate with others. As a result I may have difficulty understanding your directions, and I may not be able to respond to your questions. I may also become physically agitated if you touch me or move too close to me.

Please do not interpret this behavior as a refusal to cooperate. I am not intentionally defying your instructions.

© 2020 SEOPittsburgh.com

Over Please ➡

I am requesting that you contact the person noted below on my behalf; s/he will confirm my diagnosis and provide information you may need about my identity. Sincerely,

My Printed Name

Contact Printed Name

Produced by <http://SEOPittsburgh.com>  
An Autism Owned and Run Business

Additional cards can be ordered from  
<http://AutismIDCard.com>

Contact Phone #

This Card Approved by the Allegheny County Office of the Public Defender, 542 Forbes Avenue, Pittsburgh, PA 15219

## Child I.D. Card

Place Child's Photo Here	Name:		
	Address:		
	City/State/Zip:		
	Home Phone #:		
	Mom's Cell:		Dad's Cell:
Birthday:	Mom's Name:	Dad's Name:	Sex:
Height:	Weight:	Hair Color:	Eye Color:
Medical Alert: Medications:			



# Identifying Information

- **The Autism ID Card:** helps people on the autism spectrum explain their medical condition to **Police, EMTs, and other first responders** in the event of an emergency.



# Clinical Strategies

- Teach alternative behaviors and communication
- Wandering vs. Exit-seeking
- Learn and Practice De-Escalation Techniques
- Social stories
- Teach your child safety-related skills
- Schedule access time
- Teach the Timer
- Proximity and Check-in training
- Consistent consequences

We will discuss each of these in detail





# Teach Alternative Behaviors & Communication

- Teaching your child to react, respond, and modify their behavior to remain safe is just as important as taking steps to safely secure the physical space of your home. Some helpful tools include:
  - **Trying to get to a preferred location:** if your child elopes to get to a place they love, teach them to request access to those preferred locations. This can be done through verbals, picture cues, an augmentative device, etc. If it's not a good time to go to the park, their asking provides you the opportunity to redirect them towards another activity.
  - **Escaping an unwanted task:** if your child elopes to escape an unwanted demand (like homework), you can teach them to ask for a break, or for some help with what they are working on. While unwanted tasks can't always be avoided, you can make them less stressful by breaking them into more manageable chunks.



# Teach Alternative Behaviors & Communication

- **Escaping an overwhelming stimulus:** Your child may run away when they feel overwhelmed. In this case, work on teaching them coping strategies. For example, if they run away from noisy family gatherings, teach them to find a quiet space to calm down.
- **Expressing strong emotions:** if your child seems to be eloping to express a strong emotion, teach them ways to communicate that to you or another adult. If they are verbal, they can learn to talk about their emotions. If they are nonverbal, they can use pictures or other visuals to express their feelings so you can help them cope with their emotions.



# Teach Alternative Behaviors and Communication

---

- **How to respond when lost:** Teach your child how to respond if they get lost (ex. show your wristband to an adult, hand them your ID card, answer with your name when asked who you are).
- Make sure to teach your child to respond this way in response to many cues they could encounter (ex. "What is your name?" "Do you have ID?" "Are you supposed to be here?" "What are you doing here?" "Hey, who are you?" etc.)





# Wandering vs Exit-Seeking

- Are they prone to wandering, or are they exit-seeking?
- Determining if the individual is more prone to wanting to leave environments, rather than aimlessly wandering out of them can be a good way to assess which proactive and preventative strategies could be taken.
  - If you have a child who is more prone to wandering than exit-seeking, you may want to take walks with them, so they can get their energy out in a safe way.





# Learn & Practice De-Escalation Strategies

- An escalation in an individual's behavior due to various factors may lead to elopement. De-escalation techniques could include:
  - Practice deep belly breathing
  - Do a little yoga
  - Sing a song
  - Offer a reward incentive
  - Take a walk with the child
  - Grab a snack
  - Go to a quiet room
  - Use deep pressure or weighted items to help with calming
  - Count to 100
  - Progressive muscle relaxation



# Social Stories



- Are stories with pictures and text that can be used to help explain a situation and expected behavior by providing step-by-step instructions. You can customize a social story yourself by using pictures your child will recognize to help your child know what to do in order to stay safe in various situations, or you can purchase pre-made social stories.
- **Twigtale:** Autism Speaks has collaborated with Twigtale to develop teaching stories to help keep your child safe. You provide the personal details and Twigtale provides the scripted story. Stories include: “Water Safety,” “I Stay in My house,” “Police Officer My Friend,” “If I Get Lost,” and more.



# Teach Safety-Related Behaviors

---

- Your child must learn safety skills that can help keep them safe across settings, whether at home, at school, or in the community. The specific safety goals you will address will depend upon your child's individual skill level, needs, and risk factors (tendency to wander, impaired sense of danger, attraction to water, etc.).
- Part of the danger of elopement occurs when children can't communicate important information or respond when someone says "stop!" Work with them on skills like stopping on command, or saying their name and phone number when asked.
- **Crossing the street:** Teach your child about road crossing and how to cross the street safely.



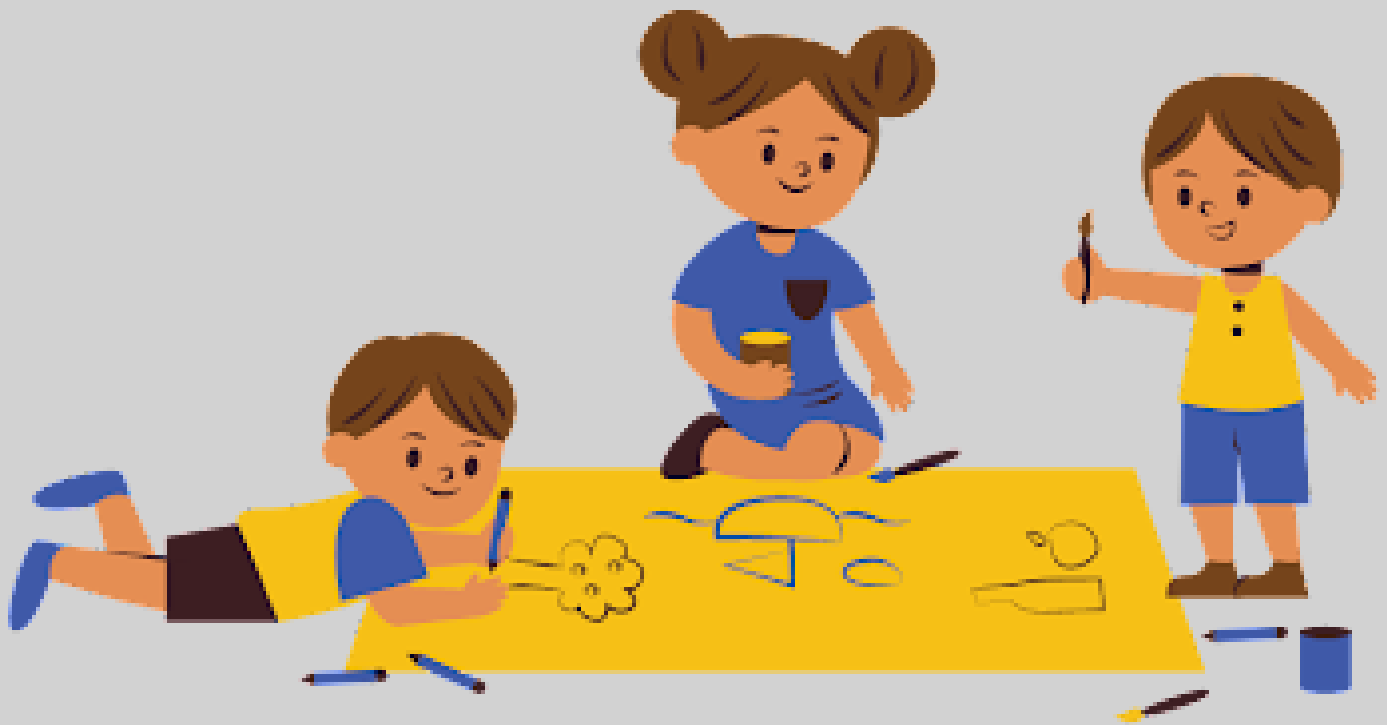


# Teach Safety-Related Behaviors

---

- **Teach your child to swim:** Many children with Autism are attracted to water, making elopement near bodies of water extremely dangerous. Consider putting your child in swimming lessons to cut down on the risk this behavior presents.
  - Teaching your child to swim DOES NOT mean your child is safe in water.
  - If you own a pool, fence your pool. Use gates that self-close and self-latch higher than your children's reach.
  - Remove all toys or items of interest from the pool while not in use.
  - Neighbors with pools should be made aware of these safety precautions and your child's tendency to wander.
  - Final lessons should be with clothes and shoes on.
  - To find swimming lessons in your area, visit: [nationalautism.org](http://nationalautism.org), click on Autism & Safety, then choose "Swimming instructions."
  - If you do not see swimming lessons in your area, Google Special Needs Swimming Lessons + (Your City, State).





# Schedule Access Time

- If your child is eloping because they have a unique fascination, or are drawn to a particular activity (ex. drawn to water, pools, lakes, etc.), you can allow the child to explore these fascinations in an adult-supervised, controlled setting.
- Find ways to incorporate the fascination into daily activities, so the child knows when to expect it.
- Use drawings, pictures, games, videos, and other creative ways to satisfy the child's need to touch or explore items/activities of obsession.



# Schedule Access Time

- **You can create a visual schedule:** that specify when your child will have access to the items/activities of obsession.
- For example, if your child is fascinated by water, you might schedule consistent “water play” times each day, or at the same time each week.
- Schedule around times that are easily recognized, such as after dinner or before bath time.
- Make sure the child sees that the activity has an end time, and is “all done” at that point.



# Teach The Timer



- Teaching your child that the sound of a timer means they are going to do something different can be very helpful for your child. They can learn that they will only have access to a preferred item/activity for a limited amount of time. They will also learn that they only need to tolerate non-preferred items/activity until the timer sounds; the nonpreferred condition will not last forever.
- If they are eloping towards a preferred item/activity, you can teach them that they will have access to that item/activity for a designated period of time, or that it is scheduled into their day/week. Once they know they can access that item/activity with some predictability, they no longer need to elope to gain access to it. Teach that after they request the item/activity appropriately that they will get access to it for a limited duration.
- If they are eloping away from a non preferred item/activity, you can teach them that they only need to tolerate that nonpreferred condition for a limited time, and then you will do something else. The nonpreferred condition will not last forever; adding some predictability can greatly reduce maladaptive behavior, including elopement.



# Proximity and Check-In Training

- Complete a functional assessment to determine the reasons for elopement (write down the behaviors that precede and follow each attempt/occurrence of elopement to determine the pattern and function.
- Caregivers reinforce the child for remaining within a designated proximity of a caregiver (ex. within 4 feet, within arm's reach, within the same room, etc.) for increasing durations (30-sec, 1-min, 5-min, etc.).
- Teach your child to check in with you at fixed intervals (ex. every 2-minutes, every 5- minutes, etc.) during periods of low supervision.
  - Delivering potent reinforcement for checking in can counteract any motivation to wander.
  - If the child does wander, the caregiver can become aware of it immediately, since they failed to check in.
  - A vibrating alarm that can be carried in the child's pocket serves as a prompt to seek out the caregiver and check in.





# Modeling and Role Playing

- **Role playing/modeling:** practice the desired behavior, and variations on specific details, to practice ways to act safely in realistic situations.
- **BE SAFE The Movie:** uses video modeling to teach viewers how to interact safely with the police. The video teaches people with ASD what to do in different police encounters, ranging from a casual meeting to an arrest.
- Utilize consistent consequences across ALL settings
  - Consistent reinforcement for safe behavior across all settings
  - Consistent consequences for unsafe behavior across all settings



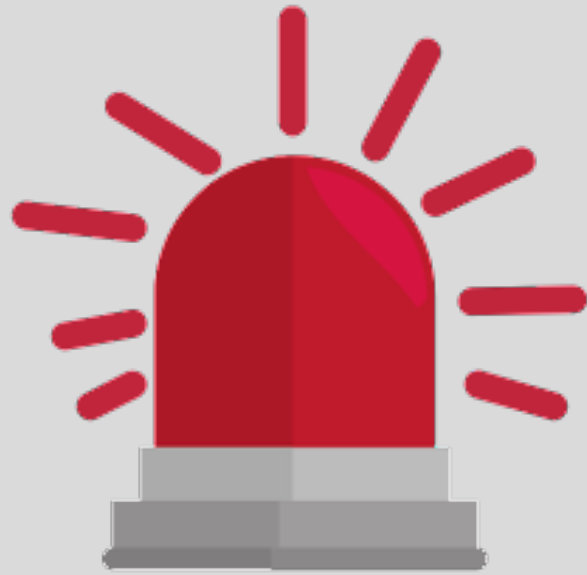
# Emergency Prep Checklist



## Create An Emergency Plan

- Develop an emergency plan for your family
- Share your emergency plan
- ICE4Autism
- Wearable tracking devices
- Flyers/leaflets
- The Find'Em Scent Kit
- Alert your child's school

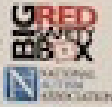
We will discuss each of these in detail.



# Emergency plan for Your Family

- Emergencies do happen, so it is important to have a plan in place to make sure your child is found quickly. While you are upset and in a crisis is not the time to try to think of all of the information you may need. It is better to be proactive and put this information together in advance, and hope that you will never need to use it.
  - How will you and your spouse get in touch with each other?
  - What calls will be made (police, neighbors, neighborhood watch, etc.), and by whom?
  - Which places should be checked first (dangerous places, preferred places, etc.)?

## FAMILY WANDERING EMERGENCY PLAN



Make sure your family has a plan in case of a wandering emergency. Before an emergency happens, sit down together and decide how you will get in contact with each other, where you will go and what you will do in an emergency. Keep a copy of this plan in your emergency supply kit in another safe place where you can access it in the event your child is missing.

### CRITICAL INFORMATION

CHILD'S NAME \_\_\_\_\_

CHILD'S TRANSMITTER TRACKING NUMBER (if applicable) \_\_\_\_\_

CHILD'S PHYSICAL DISABILITIES \_\_\_\_\_

CHILD'S IDENTIFYING MARKS, INTERESTS & MEDICAL NEEDS \_\_\_\_\_

### EMERGENCY STEPS:

1. **DO NOT CALL AND ALERTS CALL 911 IMMEDIATELY IF YOUR LOVED ONE IS MISSING FROM YOUR HOME.**

2. Clearly state your child's name.

3. State that they have a cognitive impairment, provide the diagnosis, state they are endangered and have no sense of danger.

4. Provide your child's radio frequency tracking number (if applicable).

5. Request an AMBER Alert be issued (if your child is a minor) or a Silver Alert be issued (if your child is an adult).

6. Request that your child be immediately entered into the National Crime Information Center (NCIC) Missing Person File.

7. Always search high-traffic areas first, such as nearby water and busy roads.

*"While calling, search areas of immediate threat first, such as nearby water and busy roads. If you have an emergency point person assigned to contact neighbors, pick up your other children from school, visit your children, etc., alert them while searching known areas your child would likely be. If you have other small children, never leave them unattended."*

8. Locate an emergency point person who can contact neighbors, law enforcement, and assist in making arrangements for your other children. Should your child go missing, make sure this contact has a cell phone, knows where your child is missing, any identifying features, where your child was last seen, how long your child may have been gone, any medical needs or allergies your child may have, your child's likes and dislikes and other information. Finally, the emergency contact will be a relative or close friend. Provide your emergency contact with a copy of this plan and tell them to keep it in a safe, accessible place.

EMERGENCY CONTACT NAME: \_\_\_\_\_

EMERGENCY CONTACT NUMBER: \_\_\_\_\_

CHM004 (1-07-1)

9. List the main places your child may likely go within the neighborhood, especially nearby parks, school, pools, etc. Search these areas first. If you have assigned "search angels" ahead of time, make sure they know which location is assigned to them. Draw maps of these locations, or physically show the volunteers the location to which they are assigned before an emergency happens.

LOCATION NAME	LOCATION DESCRIPTION
1.	
2.	
3.	
4.	
5.	

10. Before an emergency happens, assign at least five (5) willing "search angels" who will commit to searching for your child in the event of an emergency. Make sure they would be immediately available (are normally home) are willing, and know and understand which search location is assigned to them.

NAME	NUMBER	ADDRESS	ASSIGNED LOCATION

### OTHER NUMBERS:

**LAW ENFORCEMENT (ALL NUMBERS)** (In case local law enforcement does not have your child's information on file, have your assigned emergency point person fax it.)

**National Center for Missing & Exploited Children (NCMEC):** 1-800-THE-1-CALL (1-800-843-5147)

**LOCAL MEDIA CONTACT NUMBERS:**

**OTHER NOTES:** (Include any notes you feel may be important in case of a wandering emergency.)

Keep this document with you at all times. Keep a copy in a safe, accessible place within the home. Keep this with your child's first responder alert button, documentation of diagnosis, medical papers and any other important information.

CHM004 (1-07-1)



# Emergency plan



## family wandering emergency plan

Make sure your family has a plan in case of a wandering emergency before an emergency happens. Sit down together and decide how you will get in contact with each other when you all go and what you will do in an emergency. Keep a copy of this plan in your emergency supply kit or another safe place where you can access it in the event your child is missing.

ALWAYS  
WANDERING  
ALWAYS  
ALWAYS  
ALWAYS  
ALWAYS  
ALWAYS

ALWAYS  
WANDERING  
ALWAYS  
ALWAYS  
ALWAYS  
ALWAYS  
ALWAYS

### critical information

CHILD'S NAME \_\_\_\_\_  
CHILD'S TRANSMITTER TRACKING NUMBER (if applicable) \_\_\_\_\_  
CHILD'S OFFICIAL DIAGNOSIS \_\_\_\_\_  
CHILD'S IDENTIFYING MARKS, MEDICATIONS & MEDICAL NEEDS \_\_\_\_\_

### emergency steps:

- ☐ **ALWAYS CALL 911 IMMEDIATELY IF YOUR LOVED ONE IS MISSING FROM YOUR HOME.**
- ☐ Clearly state your child's name.
- ☐ State that they have a cognitive impairment, provide the diagnosis, state they are endangered and have no sense of danger.
- ☐ Provide your child's radio frequency tracking number (if applicable).
- ☐ Provide your child's date of birth, height, weight and any other unique identifier, such as religious and brands.
- ☐ Tell them when you noticed that your child was missing and what clothing he or she was wearing.
- ☐ Request an **AMBER Alert** be issued (if your child is a minor) or a **Silver Alert** be issued (if your child is an adult).
- ☐ Request that your child's name and identifying information be immediately entered into the National Crime Information Center (NCIC) Missing Person File.
- ☐ Search towns area your child would likely be or attracted to. If you have an emergency point person assigned to contact neighbors, pick up your other children from school, watch your children, etc., alert them while searching towns area your child would likely be. If you have other youth children, never leave them unattended.

**TIP:** create an emergency point person who can identify neighbors, fix your alert form to local law enforcement, and assist in making arrangements for your other children. Should your child go missing, make sure this contact has a cell phone, knows what your child is wearing, any identifying features, where you child was last seen, how long your child may have been gone, any medical needs or allergies your child may have, your child's likes and dislikes and main attractions. Identify the emergency contact will be a relative or close friend. Protect your emergency contact with a copy of this plan and ask them to keep it in a safe, accessible place.

### EMERGENCY CONTACT NAME:

EMERGENCY CONTACT NUMBER: \_\_\_\_\_

00123 123 456

**TIP:** list the main places your child may likely go within the neighborhood, as well as the most dangerous areas nearby, such as ponds, lakes, parks, etc. Search these areas first if you have assigned "search angels" ahead of time. Make sure they know which location is assigned to them. Create maps of these locations, or physically show the volunteers the location to which they are assigned **before** an emergency happens.

LOCATION NAME	LOCATION DESCRIPTION
1.	
2.	
3.	
4.	
5.	

**TIP:** Before an emergency happens, assign at least five (5) willing "search angels" who will commit to searching for your child in the areas of an emergency. Make sure they would be immediately available (are typically home) and willing and know and understand which search location is assigned to them.

NAME	NUMBER	ADDRESS	ASSIGNED LOCATION

### OTHER NUMBERS:

**LAWS ENFORCEMENT TALK NUMBERS:** (to use only for information that you have your child's information on file, have your assigned emergency point person for all)

National Center for Missing & Exploited Children (NCMEC) 1-800-THE-LOST (1-800-4-A-SURE)

LOCAL MEDIA (CONTACT NUMBERS):

**OTHER NOTES:** (write any notes you feel may be important in case of a wandering emergency)

Keep this document with you at all times. Place a copy in a safe, accessible place within the home. Keep the only one who knows how to respond when there is a wandering emergency. Do not give out any other important information.


00123 123 456



# Emergency plan

**AUTISM SPEAKS** AutismSafety **Neighbor Alert Letter**

Police Officer Lucha (from Montgomery County Police Department) has responded to dozens of autism wandering emergencies, and respectfully provides this letter to request neighbors to inform them of your child with autism's tendency to wander.



**Dear Neighbor,**

We have a child with autism. About half of children with autism have a tendency to wander from safety. We wish our child were carefully, but sometimes he/she unexpectedly wanders away from safety.

Our child's name is \_\_\_\_\_, he/she is \_\_\_\_\_ years old as of today, \_\_\_\_\_ he/she is \_\_\_\_\_ tall and weighs about \_\_\_\_\_ lbs. He/she usually wears \_\_\_\_\_.

**PLEASE DO NOT:**

We kindly ask if you are our neighbors, please stay with him/her and immediately call \_\_\_\_\_ We are probably already looking for him/her! Please also call 911 and tell them that you have found our child.

Our child \_\_\_\_\_, they may speak very well and does not appreciate danger. He/she might walk into the street without looking. He/she may be dangerously drawn to bodies of water (lakes, rivers) or swimming pools and coastal areas. He/she might walk in cars because he/she is close or gets in cars. He/she will become lost very easily and not know he/she is lost. If you see our child in question he/she will likely not answer.

Our child may appear to be lost. However, our child can hear. But he/she may not want to think that he/she hears or sees or respond to your verbal instructions.

Our child sometimes has difficulties where he/she might swim or chase his/her hands, as well as other unusual steps for these reasons. Please don't underestimate any of these notions. He/she does not understand he/she is lost. If you see our child please stay with him/her and call us, then 911 right away.

We have included a recent picture of our child.

Thank you,

\_\_\_\_\_  
(Parent Name)

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(Phone)

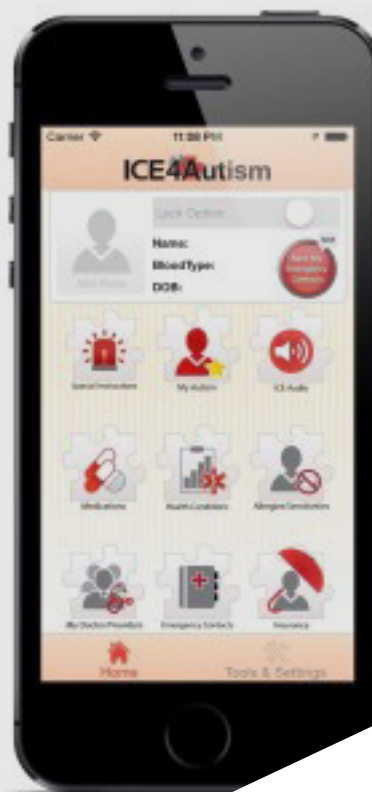
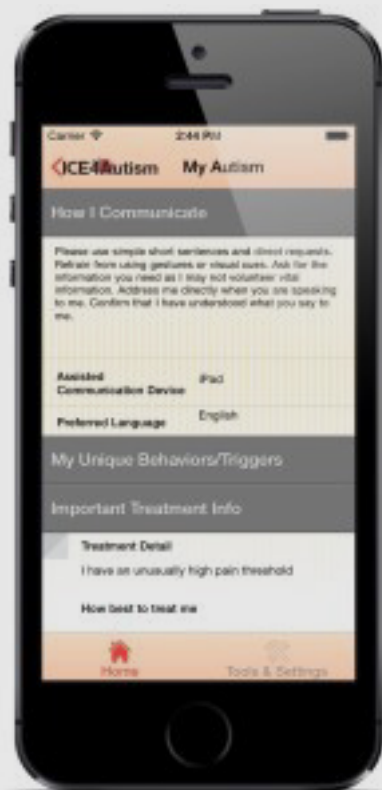
To learn more about autism, please visit [www.autismspeaks.org](http://www.autismspeaks.org).

Part of the Autism Safety System Series 101



# Share Your Emergency Plan

- Share the emergency plan you have developed with your child's school, babysitters, and any other caregivers.
- Detail when to call 911, what to do when the child is found, and any other important information.
- Always search nearby water and busy streets first, since they can pose such an immediate risk to children.



# ICE For Autism



- **ICE4Autism:** is the ONLY autism-specific in case of emergency (ICE) mobile app.
- It easily stores vital information about your child's unique and individual needs directly on your iPhone or iPad, making the information first responders or ER personnel will need immediately accessible.
- ICE4Autism also includes an "alert my emergency contacts" feature, which sends an emergency alert text message to the user's emergency contacts.



# Wearable Tracking Devices

- **Wearable tracking devices:** You may consider getting your child a wearable tracking device in case of emergency, which can allow you to track your child on your phone, cutting down on the time it takes to find them.





# Flyers/Leaflets

You should also keep up to date information cards/leaflets about your child that you can distribute in case of an emergency. You can give these to neighbors, first responders, caregivers, and anyone else necessary if your child elopes. This can include information such as:

- Child's name
- Picture
- Calming method
- Necessary medical information
- Physical description
- Picture
- Emergency contact
- Any applicable tracking information
- Favorite places
- Favorite things
- Don'ts (ex. touching, shouting, etc.)



Intended for more frequent completion and share with school staff, family, friends, neighbors, caregivers, police, fire, and other professionals.

**PERSONAL EMERGENCY PROFILE**

DATE: \_\_\_\_\_

NAME: \_\_\_\_\_ AGE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHYSICAL DESCRIPTION: \_\_\_\_\_

PLACE PHOTO HERE

TRACKING/FREQUENCY if applicable: \_\_\_\_\_

**EMERGENCY CONTACT(S) IF LOST, MAY BE FOUND AT:**

NAME: \_\_\_\_\_ PHONE NUMBER: \_\_\_\_\_

NAME: \_\_\_\_\_ PHONE NUMBER: \_\_\_\_\_

**RESTRICTIONS** (Changes and diet) \_\_\_\_\_

**MEDICAL NEEDS** (Changes and diet) \_\_\_\_\_

**SIGNS OF ESCALATION** (Changes in behavior that may indicate the need for safety or help) \_\_\_\_\_

**LIKES** (Interests, favorite things, activities, sensory needs, etc.) \_\_\_\_\_

**DISLIKES** (Things that cause the child to be upset, etc.) \_\_\_\_\_

Use symbols and pictures to communicate for awareness. Please print and point to symbols when talking with a

eat	drink	sleep	listen	look	call someone	go home
no	yes	up	down	stop	go	stop

Copyright © 2013 Autism Speaks. All rights reserved. Autism Speaks is a registered trademark of Autism Speaks.

**AUTISM SPEAKS AutismSafety**

**Autism Elopement Alert Form Part 1**

PERSON-SPECIFIC INFORMATION FOR FIRST RESPONDERS

Individual's Name: \_\_\_\_\_ (First) \_\_\_\_\_ (Last) \_\_\_\_\_ (Middle)

Address: \_\_\_\_\_ (Street) \_\_\_\_\_ (City) \_\_\_\_\_ (State) \_\_\_\_\_ (Zip)

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Preferred Name: \_\_\_\_\_

Does the individual live alone? \_\_\_\_\_

Individual's Physical Description:

Male \_\_\_\_\_ Female \_\_\_\_\_ Height: \_\_\_\_\_ Weight: \_\_\_\_\_ Eye color: \_\_\_\_\_ Hair color: \_\_\_\_\_

Scars or other identifying marks: \_\_\_\_\_

Other Relevant Medical Conditions (in addition to Autism): \_\_\_\_\_

No Sense of Danger \_\_\_\_\_ Blind \_\_\_\_\_ Deaf \_\_\_\_\_ Non-Verbal \_\_\_\_\_

Poorly Timed \_\_\_\_\_ Cognitive Impaired \_\_\_\_\_ Other \_\_\_\_\_

If Other, Please Explain: \_\_\_\_\_

Prescription Medications Needed: \_\_\_\_\_

Sensory or Dietary Issues, if Any: \_\_\_\_\_

Additional Information First Responders May Need: \_\_\_\_\_

**EMERGENCY CONTACT INFORMATION**

Name of Emergency Contact (Priority/Relationship, Address of Household/Residence, or Cell Phone Number): \_\_\_\_\_

Emergency Contact's Address: \_\_\_\_\_ (Street) \_\_\_\_\_ (City) \_\_\_\_\_ (State) \_\_\_\_\_ (Zip)

Emergency Contact's Phone Numbers: \_\_\_\_\_ (Home) \_\_\_\_\_ (Work) \_\_\_\_\_ (Cell Phone) \_\_\_\_\_

Name of Alternative Emergency Contact: \_\_\_\_\_

Name: \_\_\_\_\_ (Street) \_\_\_\_\_ (City) \_\_\_\_\_ (State) \_\_\_\_\_ (Zip)

Part of the Autism Speaks AutismSafety Kit

**AUTISM SPEAKS AutismSafety**

**Autism Elopement Alert Form Part 2**

INFORMATION SPECIFIC TO THE INDIVIDUAL

Describe attractions or locations where the individual may be found: \_\_\_\_\_

Atypical behavior or characteristics of the individual that may attract the attention of Responders: \_\_\_\_\_

Individual's favorite toys, objects, music, television topics, ideas, or activities: \_\_\_\_\_

Method of Preferred Communication (if nonverbal: sign language, picture boards, written words, etc.): \_\_\_\_\_

Method of Preferred Communication II (if verbal: preferred words, sounds, songs, phrases they may respond to): \_\_\_\_\_

Identification Information (if applicable: the individual's name or other identifying tags, ID card, medical alert bracelets, etc.): \_\_\_\_\_

Tracking Information (Does the individual have a proper ID bracelet or contact information Tracking Number ID): \_\_\_\_\_



# Flyers/ Leaflets



# The Find 'Em Scent Kit

---

Providing your child's personal scent to Search and Rescue First responders saves valuable time in an emergency. The K-9 Bloodhound tracking dogs will have an uncontaminated scent to track, which makes it more likely they will have a successful outcome and safe recovery.



# Alert Your Child's School

- You may also leave them some of the leaflets that we have mentioned, and discuss the emergency plan with them.
- Ask what the school's policies on wandering prevention are.
- Write a letter requesting that you always be informed, in writing, of any wandering incident in or out of the building.
- If your child is an active wanderer and poses safety risks, consider addressing wandering issues in his/her IEP or personal care plan.
- Take note of all architectural barriers (fences, etc.) around the school, daycare or summer camp, or lack thereof. Make the facility aware of any lack of barriers and ask for barriers to be put in place.



## Sample Wandering Prevention Letter

The Big Red Safety Box Program is a wandering prevention initiative brought to you by the National Autism Association.

**BIG RED SAFETY BOX**  
NATIONAL AUTISM ASSOCIATION

**SAMPLE WANDERING PREVENTION IEP LETTER**

This is provided as an example only. Please incorporate details as they apply to your personal situation. The key approach that child's physician is help with writing any letter concerning your child's wandering tendencies, and discuss the medical diagnosis code: V80.32 (Wandering in Persons Classified (Dementia))

Dear (School Administrator's Name) and IEP Team,

Our child, (Full name and DOB), attends (School name) and has a diagnosis of autism. (Include a statement regarding wandering, elopement, and fleeing incidents).

(Parent) is extremely interested in (include any outside activities, such as areas of water, pools, lakes, ponds and creeks). (Include any statement regarding wandering, elopement, and fleeing incidents). (Include any statement regarding wandering, elopement, and fleeing incidents). (Include any statement regarding wandering, elopement, and fleeing incidents).

Should (parent) wander, (IC) should be called IMMEDIATELY. (Include any statement regarding wandering, elopement, and fleeing incidents).

Please know that failure to address known, preventable escape patterns and security breaches puts our child at great risk. We ask for your cooperation in working with us to report any incidents, to make sure the school's premises has proper architectural barriers in place, to ensure all school staff members are aware of (child's) tendency to wander or flee, to ensure fences are gated at all times and exterior doors are always be shut, and to ensure that our child is never left unsupervised no matter what the circumstance.

(NOTE: If your child's school does not have fencing or other architectural barriers, this should be noted in detail.)

Incidents that may trigger fleeing include (list triggers or other pertinent information). (Include any statement regarding wandering, elopement, and fleeing incidents).

Sincerely,

(Your name and signature)

## School Alert/IEP Letter

**AUTISM SPEAKS AutismSafety** **School Alert/IEP Letter**

Dear (School name) faculty, staff and IEP team,

Thank you for all that you do for the students of (School name). My child, (Full name) has a diagnosis of autism and is a student in (Class #) with (Self teacher name). My child has a tendency to wander, elope or flee from safety. Wandering behaviors by individuals with autism is common, dangerous and puts tremendous stress on families, like mine. My child is susceptible to wandering off if left unsupervised for even a moment. This tendency puts (child) at great risk in all settings, including at school. As a result, it is important my child receives one-to-one adult supervision at all times.

**Noted previous wandering incidents and triggers include:**

Date \_\_\_\_\_ Description \_\_\_\_\_

Date \_\_\_\_\_ Description \_\_\_\_\_

Date \_\_\_\_\_ Description \_\_\_\_\_

(Consider including a letter from your child's doctor regarding wandering tendencies with the medical code for wandering V80.32 (ICD-9-CM Code for Wandering))

I also request that all precautions are taken to prevent these dangerous incidents from occurring, including securing the physical space by closing/locking doors, or gates, and notifying school security guards, faculty and support staff of my child's tendency to wander, and maintaining one-to-one adult supervision at all times.

If my child wanders or elopes, please call 911 immediately.

After help has been dispatched, please immediately notify me (and) our team.

All attempted or actual wandering incidents should be fully documented and reported to me and the IEP team, in an effort to identify potential patterns or triggers.

**When you are interacting with my child, please keep in mind:**

Use any difficulties with communication  
Use any co-existing medical conditions  
Use any special interests and idiosyncrasies  
Use behavior team/therapist advised coping or de-escalation methods

I greatly appreciate your support and attention to keeping my child safe and out of harm's way.

Thank you,

Name: \_\_\_\_\_ Email: \_\_\_\_\_

Phone: \_\_\_\_\_ Home Address: \_\_\_\_\_

Part of the Autism Speaks Autism Safety Kit

# Alert Your Child's School

- Sample Wandering Prevention Letter
- School Alert/IEP Letter



## Special Needs Student Profile for Educators

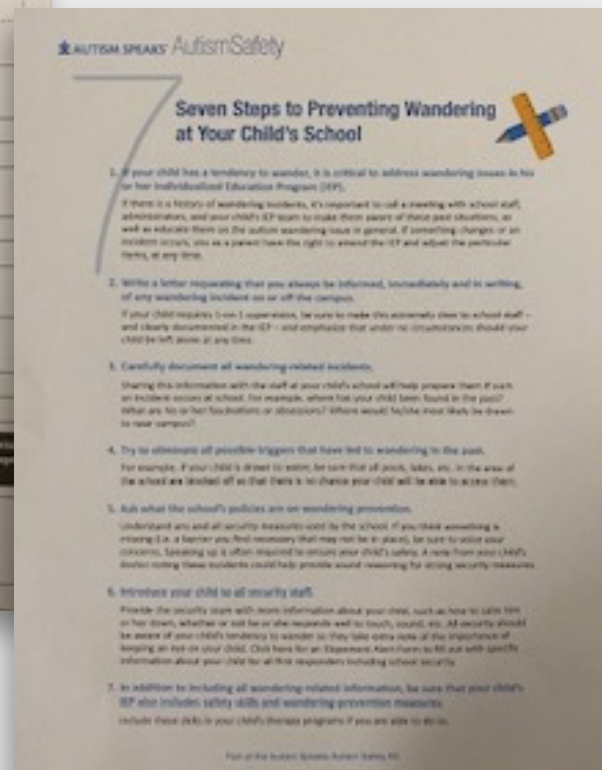


A form titled "SPECIAL NEEDS STUDENT PROFILE FOR EDUCATORS". It contains several sections for information about a student, including:

- STUDENT'S NAME & AGE
- PHYSICAL DESCRIPTION
- MEDICAL CONDITIONS/ALLERGIES/DIETARY RESTRICTIONS
- STUDENT'S TRACKING PREFERENCE (IF APPLICABLE)
- UNPLEASANT/FAVORITE THINGS
- EMERGENCY CONTACT
- TOYS & BONDS
- TRIGGERS/SOUNDS/FEARS
- IF LOST, MAY (OR NOT) BE FOUND AT
- BEST CALMING METHODS
- DATE OF EXPIRATION

At the bottom, there is a note: "NOTE: Immediately notify parent in case of a wandering incident, even if it seems small or insignificant. If the student is non-verbal, ODL.NET and parents must take the highest threat first, such as nearby water sources and traffic. Avoid the following: run-escape, resist, panic or anger, resistance, and confusion practices as these can cause new behaviors or worsen existing behavior."

## 7 Steps to Preventing Wandering at School



# Identifying Information



- Special Needs Student Profile for Educators
- 7 Steps to Preventing Wandering at School



# Alert Your Child's School



- These are examples of safety goals that can be included in a behavior plan or an IEP:
  - Responding to child's name
  - Responding to questions about personal information (name, address, telephone number, etc.)
  - Requesting help when lost
  - Safely crossing the street
  - Identifying boundaries (ex. do not leave the house, yard, etc.)
  - Refrain from running away/bolting
  - Get sensory needs met in an appropriate way
  - Learning water safety
  - Requesting attention/fun interactions (when eloping becomes a game of "chase me")



# Alert First Responders

- Prepare First Responders
- Contact your local police precinct
- Project Lifesaver and SafetyNet Tracking Systems programs
- Smart 911

*We will discuss each of these in detail*



**AUTISMelopement ALERT FORM**  
 PROVIDES SPECIFIC INFORMATION FOR FIRST RESPONDERS

Individual's Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Preferred Name: \_\_\_\_\_  
 Does this individual live alone? \_\_\_\_\_  
 Individual's Physical Description  
 \_\_\_\_\_ Male \_\_\_\_\_ Female Height: \_\_\_\_\_ Weight: \_\_\_\_\_ Eye color: \_\_\_\_\_ Hair color: \_\_\_\_\_  
 Scars or other identifying marks: \_\_\_\_\_  
 Other Relevant Medical Conditions in addition to Autism (such as seizure):  
 \_\_\_\_\_ No Sense of Danger \_\_\_\_\_ Blind \_\_\_\_\_ Deaf \_\_\_\_\_ Non-verbal \_\_\_\_\_ Mental Retardation  
 \_\_\_\_\_ Attracted to Water \_\_\_\_\_ Prone to Seizures \_\_\_\_\_ Cognitive Impairment \_\_\_\_\_ Other \_\_\_\_\_  
 If Other, Please explain: \_\_\_\_\_  
 Prescription Medications needed: \_\_\_\_\_  
 Sensory or Allergy Issues, if any: \_\_\_\_\_  
 Greeting methods, and any additional information first Responders may need: \_\_\_\_\_  
**EMERGENCY CONTACT INFORMATION**  
 Name of Emergency Contact (Parents/Guardians, Head of Household/Residence, or Care Provider): \_\_\_\_\_  
 Emergency Contact's Address: \_\_\_\_\_  
 Emergency Contact's Phone Numbers  
 Home: \_\_\_\_\_ Work: \_\_\_\_\_ Cell Phone: \_\_\_\_\_  
 Name of Alternative Emergency Contact:  
 Home: \_\_\_\_\_ Work: \_\_\_\_\_ Cell Phone: \_\_\_\_\_  
 FIRST\_page 1 Information specific to the individual continued on next page

**INFORMATION SPECIFIC TO THE INDIVIDUAL**  
 Nearby water sources & favorite attractions or locations where the individual may be found:  
 \_\_\_\_\_  
 Atypical behaviors or characteristics of the individual that may attract the attention of Responders:  
 \_\_\_\_\_  
 Individual's favorite toys, objects, music, discussion topics, films, or stories:  
 \_\_\_\_\_  
 Method of Preferred Communication: (if nonverbal: Sign language, picture boards, written words, etc.)  
 \_\_\_\_\_  
 Method of Preferred Communication is: (if verbal: preferred words, sounds, songs, phrases they may respond to):  
 \_\_\_\_\_  
 Identification Information: (i.e. Does the individual carry or wear jewelry, tags, ID card, medical alert bracelet, etc.):  
 \_\_\_\_\_  
 Tracking Information: (Does the individual have a Project Lifeline or Global SafetyNet Transmitter Number?):  
 \_\_\_\_\_  
 - ALWAYS CHILDREN WITH AUTISM ARE DRAWN TO WATER. SEARCH & SECURE NEARBY WATER SOURCES FIRST.  
 - NEVER TELL IT IS AN EFFECTIVE TOOL FOR FINDING A MISSING CHILD AND FREE TO AGENTS. VISIT [www.findmy.org](http://www.findmy.org).  
 FIRST\_page 2

# Prepare First Responders



- It is important for first responders to be prepared by knowing which children in the community might wander, having family contact information, and having a plan to respond.
- Tools and training materials are available through the AWAARE organization, Autism Speaks Safety Project, and the National Center for Missing and Exploited Children.



# Contact Your Local Police Department

---

- Many local police departments train their officers to support families with children who have special needs.
- Contact your local precinct.
- If possible, arrange to introduce your child to the local police officers to establish contact and familiarity.



# Contact Your Local Police Department

- Inform them of specific things that may be important to know about your child:
  - Have an impaired sense of danger and may wander to bodies of water, traffic, unfamiliar dogs or animals, or other dangers?
  - Have delayed speech and language skills?
  - Use an alternative or augmentative method of communication?
  - Not respond to his/her name or verbal commands?
  - Avoid eye contact?
  - Engage in repetitive behavior (ex. rocking, hand-flapping, spinning, etc.)?
  - Mimic phrases or words?
  - Have sensory perception issues?
  - Not understand personal space?
  - Have epilepsy or seizure disorder?
  - Fear a person in uniform or exhibit curiosity and reach for objects/equipment (shiny badges, handcuffs, weapons, etc.)?
  - Hide in tight small spaces?



# Smart 911

---

- **Smart 911:** allows citizens to provide additional details that 9-1-1 call takers may need in order to assist them during an emergency. With Smart 911, anytime you make an emergency call from a phone registered with your Safety Profile, the 9-1-1 system recognizes your phone number and automatically displays your profile on the screen of the call taker who receives your call.
- You can include medical details for any member of your household, enabling responders to have more information before they arrive on scene. This includes information on medical conditions, allergies, disabilities, and medications.
- At a time when you may be panicked, or unable to communicate, or it could be unsafe to communicate, Smart 911 ensures that the details you would need to tell 9-1-1 are immediately available in the event you cannot verbally provide them.
- Smart 911 is free, private, and secure.





# Project LifeSaver and SafetyNet Tracking Programs

---

- Project Lifesaver and SafetyNet Tracking Systems programs: are implemented by professionally trained emergency response personnel. Project Lifesaver provides equipment, training, certification, and support to law enforcement, public safety organizations, and community groups throughout the nation. Check to see if there is a Project Lifesaver or SafetyNet Tracking system in your area:
  - **Project lifesaver:** visit [projectlifesaver.org](http://projectlifesaver.org) and click on “Where we are” link to enter your zip code.
  - **SafetyNet Tracking:** visit [safetynettracking.com](http://safetynettracking.com) and enter your zip code in the “Check availability” field.
  - If there is no first-responder tracking program in your area: call Project Lifesaver International at 877-580-LIFE (5433) or SafetyNet tracking at 877-434-6384 and request informational materials be sent to your address.



# Considerations to Remember

---

- Will he/she be ok wearing a device or will they try to remove it?
- Does it need to be water resistant?
- Is the mobile network in the areas he/she frequents working consistently (lots of the devices use geo-tracking)?
- Is it battery-operated and if so, how long does the battery last?
- Is he/she always at risk of eloping or are there specific situations that increase the likelihood?
- Does your child have favorite hiding spots (both inside and outside the home) which they visit during times of stress or exploration?

## Caregiver Checklist Tool

THE Big Red Safety Box Program is a wandering prevention initiative brought to you by the National Autism Association.

**CREATED BY**  
**NATIONAL AUTISM ASSOCIATION**

**CAREGIVER CHECKLIST TOOL**

- ☐ I have received my home.
- ☐ I have identified reasons why my child is at risk of wandering, & I am addressing those reasons.
- ☐ I have identified the child's safety plan/wandering history (NAA's Safety of Special Needs Person @ [www.naaweb.org](http://www.naaweb.org)).
- ☐ I have looked into tracking devices.
- ☐ I have identified my child's neighbors.
- ☐ I have identified local first responders about my child's specific needs/abilities, & reviewed EOC (How to best performance... @ [www.naaweb.org](http://www.naaweb.org)).
- ☐ I have talked to my child's doctor about the wandering diagnosis, and how to best address safety if necessary.
- ☐ I have obtained a consent to let my child out of my care at all times (written information).
- ☐ I have completed my family wandering emergency plan (downloaded @ [www.naaweb.org](http://www.naaweb.org)).
- ☐ I will ensure a "tag, out/in" system during family gatherings, reunions, transitions.
- ☐ I will monitor my child's safety, especially when weather, weather, or seasonal transitions affect my child's safety.
- ☐ I will remain on high alert during transitions, after moving to a new home or safety, or when my child is in a new environment (e.g., school, bus, etc.). I will ensure my child's safety, public places, parks, and my own home settings.
- ☐ I have addressed wandering at school, summer camp, and other external settings.
- ☐ I will continue to review my child's plan and/or needs and ways to possibly adapt.
- ☐ I have identified my child's safety plan, and I will ensure my child's safety, and I will ensure my child's safety.
- ☐ I will continue to review my child's safety plan, and I will ensure my child's safety.

## Safety & Wandering Prevention Checklist

**AUTISM SPEAKS**  
**AutismSafety**  
**Safety & Wandering Prevention Checklist** 

Help keep your loved one with autism safe by considering the following:

**Safety in the Home**

- ☐ **Address visual aids in the home** to set up boundaries for your child (suggested placement: doors, windows, kitchen appliances, etc.) See "Safety Visual Aids" (link).
- ☐ **Secure your home** and your child into sleeping and sleeping.
- ☐ **Monitor any changes in home safety or routine.**

**Safety in the Community**

- ☐ **Alert your trusted neighbors** by informing them of your child's safety plan/wandering history, and potential to wander. See "Neighbor Alert" (link).
- ☐ **Provide a safety plan to your child's school, camp, and other community programs** and alert them of wandering boundaries. See "School Administration Form" (link) for Autism Speaks School Safety Plan.
- ☐ **Introduce your child to law enforcement, fire, and EMS personnel** in your community and provide more information on autism and wandering. See First Responder Autism Card.
- ☐ **Alert first responders with a written document** describing your child's wandering boundaries. See Department Alert Profile (link) (link).
- ☐ **Consider safety products** like wearable forms of ID with identifying information and alert of autism (link).
- ☐ **Check with your child's school** about alert first responders your child has autism and may not respond to verbal commands.
- ☐ **Consider a tracking device** or monitoring in emergency tracking services like Project Lifeline.

**Teaching Safety**

- ☐ **Work on a safety plan with your child** to teach them how to keep themselves out of harm's way. See Family Wandering Emergency Plan (link).
- ☐ **Respond to safety visual aids/programs.**
- ☐ **Use social story and visual aids.**
- ☐ **Keep identification on your child** (remember first information card).
- ☐ **Create a safety plan and goals with your child's behavioral team.** See Wandering Behavior Risk Factors (link).
- ☐ **Identify your child's wandering and safety history.** See Safety and Wandering Safety Plan.
- ☐ **Monitor and document your child's progress and any challenges or changes observed.** See Autism Speaks Safety History Log.

Part of the Autism Speaks Program

# Summary & Checklists





# The Big Red Safety Box

- The Big Red Safety Box is a free-of-charge toolkit (you may be asked to pay \$8 for shipping costs) given to autism families in need as a means to educate, raise awareness and provide simple tools that may assist them in preventing, and responding to, wandering-related emergencies. NAA's Big Red Safety Box includes the following resources:
  - Educational materials and tools, including NAA's Be REDy Booklet
  - Two (2) GE Door/Window Alarms including batteries
  - One (1) RoadID Bracelet or Shoe ID tag. You will receive instructions in the box to submit your custom personalization order at <http://roadid.com/naa>
  - Five (5) Adhesive Stop Sign Visual Prompts for doors and windows
  - Two (2) Safety Alert Window Clings for car or home windows
  - One (1) Child ID Kit from the National Center for Missing & Exploited Children
- To apply for an NAA Big Red Safety Box®, you must:
  - Be the primary caregiver of an individual with an autism diagnosis.
  - Be 18 years or older and a resident of the U.S.
  - Agree to the terms and conditions stated in the application.
  - Be a first-time recipient. Previous recipients are not eligible to apply, orders will be canceled.
  - Apply only once. Multiple requests will not be processed, limit one box per family.
  - Allow up to 3 weeks for NAA to review your application and deliver your Big Red Safety Box.

<https://nationalautismassociation.org/>



# General Resources



## General Resources:

- **General Resources:**
  - National Autism Association: [nationalautism.org](http://nationalautism.org)
  - AWAARE Collaboration: [aware.org](http://aware.org)
  - Autism Safety Coalition: [autismsafetycoalition.org](http://autismsafetycoalition.org)
- **Swimming Lessons:**
  - YMCA Listing: [nationalautism.org](http://nationalautism.org)
  - Super Swimmers: [superswimmersfoundation.org](http://superswimmersfoundation.org)
- **Child safety Products:**
  - NAA's Big Red Safety Shop: [nationalautism.org](http://nationalautism.org)
  - Tracking Systems, ID, & Home Security Products:
  - Project Lifesaver: [projectlifesaver.org](http://projectlifesaver.org)
  - SafetyNet Tracking: [safetynettracking.com](http://safetynettracking.com)
  - AbgelSense GPS: [angelsense.com](http://angelsense.com)
  - MedicAlert: [medicalert.org/autism](http://medicalert.org/autism)
  - Vivint Home Security: [vivintgivesback.org](http://vivintgivesback.org)
- **Service dogs:**
  - Blessings unleashed: [blessingsunleashed.org](http://blessingsunleashed.org)
  - 4 Paws for Ability: [4pawsforability.org](http://4pawsforability.org)



# *Juliana's Journey*



## Need More Support?

---

Want My Help Getting Your Child Potty Trained, Talking, and Stopping Their Problem Behaviors?

If you're ready for support and want my eyes on your situation, book a private Decision-Making Call with me. We'll go over what you've tried, why it hasn't worked, and whether working together makes sense.

This is where real transformation begins.

[Click Here to Book Your Call](#)