

# En memoria de Blanca Kling



# The Parents' Place of Maryland

- Centro de información sobre salud y educación especial de Maryland

## Servicios de PPMD

- Comprender mejor las discapacidades, la educación y las necesidades de atención médica de sus hijos
- Entender sus derechos y responsabilidades bajo las leyes y regulaciones de educación especial
- Comprender sus derechos y beneficios en los sistemas de atención médica
- Conéctese con otros recursos comunitarios

# Oficial Reyes



# Cuando Se Escapan o Caminan Sin Sentido



# Escapadas y fugas



# Que es Elopement (escapadas o fugas)?

Elopement es cuando una persona se va (sale disparada de un área) sin permiso o notificación que generalmente conduce a colocar a esa persona en una situación potencialmente peligrosa.



# Escapadas y fugas

- **26.7%** de niños con I / DD se escapan
- **49%** de niños con autismo se escapan
- **1/3** (más de) no pueden comunicar su nombre, dirección o teléfono



# Por qué se fugan?

- Falta de las habilidades de comunicación para expresar una necesidad.
- Para conseguir algo o un lugar preferido
- Para escapar a alguna parte o algo
- Un entorno sobreestimulante

# Enséñale a tu hijo a nadar

71%

de muertes relacionadas con la deambulaci3n causada por ahogamiento

- Nadar
- Flotador
- Nadar estilo perrito
- Seguridad del agua



[pathfindersforautism.org/providers-services/](https://pathfindersforautism.org/providers-services/)

Selecciona categoría Recreation and Social Opportunities

# Enséñale a tu hijo a nadar

## RECREATION

IMPROVING THE LIVES OF PEOPLE WITH AUTISM AND THE PEOPLE WHO CARE FOR THEM

# PFA Tips

## Finding the Right Swim Lesson

For children, knowing how to swim can be a life-saver. For children with autism, a population for whom the risk of drowning is especially high, it is also a way to protect them, of course, is to teach them how to swim. If you're seeking swim lessons for your child, here is a step-by-step process to help you find the right swim instructor.

**Look for small classes**  
A traditional swim lesson may not offer the supervision and attention your child needs to be successful. However, there are many programs that are designed specifically based on the needs of children with autism.

**Make sure any necessary adaptive equipment is provided**  
If your child has physical disabilities, you will need to find a pool that is fully accessible for them. The Americans with Disabilities Act has put in place certain accessibility requirements for public pools. Seek out a pool that meets these requirements.

### Additional Resources

Pathfinders for Autism Online Provider Databases  
<http://pathfindersforautism.org/providers-services/>

PFA Tips: Make Swimming Fun and Safe  
<http://pathfindersforautism.org/articles/pfa-tips-make-swimming-fun-and-safe/>

Tips for Teaching Swimming to Students with Autism  
<http://pathfindersforautism.org/articles/recreation/tips-for-teaching-swimming-to-students-with-autism/>

Video: "Swim School" by Real Loco Autism  
<https://www.youtube.com/watch?v=5558f8tucy8>

Americans with Disabilities Act accessibility requirements for public pools  
[http://www.ada.gov/pools\\_2010.htm](http://www.ada.gov/pools_2010.htm)

1- The Swim Blog: Autism and Swimming  
[http://the-swim-blog.com/index.php?option=com\\_content&view=article](http://the-swim-blog.com/index.php?option=com_content&view=article)

Make Swimming Easier for Your Child with Sensory Issues, Part I  
<https://www.sensoryparent.wordpress.com/tag/swimming-and-sensory-processing-disorder/>

Help Line 443.330.5341 • Office 443.330.5370  
[www.pathfindersforautism.org](http://www.pathfindersforautism.org)



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## SAFETY

IMPROVING THE LIVES OF PEOPLE WITH AUTISM AND THE PEOPLE WHO CARE FOR THEM

# PFA Tips

## Make Swimming Fun and Safe

Pools can create different visions for us. Some of us look at a pool and imagine our child will one day be the next Michael Phelps. Others automatically see a hot summer afternoon with happy kids splashing the day away. And for some, pools evoke fear. What if my child falls in? What if my child can't swim and panic? What if my child doesn't understand the dangers associated with water? How do I even get my child interested in getting near a pool? If you have more than one child, you might experience all three of these scenarios. At age six, I'm delighted my daughter is doing flips off the slide. For my seven-year-old, my goal is simply that he doesn't drown. So how do we ensure that our kids will feel comfortable and be safe around the water?

**Autism and the drowning risk**  
Let's begin by pointing out that teaching water safety is critical because 91% of the deaths that occur due to wandering and open water are due to drowning. Make sure your child can swim, doggy paddle, float, and survive in a pool like if they fall into water.

**Starting out**  
We don't want that first experience to be overwhelming, because we know when that happens, "first" can also mean "last". Consider having the first trip to the pool be during a quieter time of day, to a low-key "testing" into the experience. For the first few visits, consider explaining the pool and the layout of the pool facility:

- Take a walking tour
- Discuss where it is deep and where it is shallow
- Point out the lifeguards
- Explain that they should know where the lifeguards are at all times
- Explain that if they need assistance, they can ask a lifeguard

**Tip toe through the poolies**  
Think about who takes your child to the pool or beach and whether they are comfortable around the water. If that person feels uneasy, so will your child. You want to model calm. I know - you don't think "calm" is in your vocabulary. Picture that peaceful, beautiful ocean - even if you're at the public neighborhood pool, surrounded by screaming, splashing kids.

**Safety First**  
We want swimming to be a fun experience, but safety must be the #1 priority. Always

know where your child is AT ALL TIMES. A child can go under in the blink of an eye. And what most people don't realize is that children sink - they don't splash around and yell for help. They just quietly sink to the bottom. Do not assume the lifeguard is watching your child. In the time it takes for the lifeguard to be distracted by another swimmer, your child may have already made it to the bottom of the pool. Know when your child is getting tired and suggest moving on to "new activities." And consider enrolling in a learn-to-swim program. Even if your child never perfects a single stroke, just focus on skills to keep from drowning.

**"Look moom - I'm a dolphin!"**  
Give plenty of time for free swim and water exploration. Allow your child to experiment, but be there for support. You want your child to enjoy the water and not associate pools as just one more place for instructional lessons. Don't tell them that's all that's for "special" sound is that good practice.

**Water waste everywhere and not a drop to drink**  
Say "hydrate!" The sun gets hot, and although you are in the water you may not be getting enough water IN YOU!

**Sleep, sleep, sleep**  
Slip on a shirt, slip on sunscreen, and slip on a hat. Ok, I stole this from an Australian health campaign. But it's good advice in any country. Wear sunscreen. Preferably a high SPF that is also waterproof.

We would like to thank the Michael Phelps



Swim School for their contributions to this article. For information on exclusive rates for families impacted by autism, visit the Michael Phelps Swim School at <http://mpepsswimschool.com/> or call 410-433-6300.

**Additional Resources**  
Tips for Teaching Swimming to Students with Autism  
<http://pathfindersforautism.org/articles/recreation/tips-for-teaching-swimming-to-students-with-autism/>  
Video: "Swim School" by Real Loco Autism  
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PFA Tips: Finding the Right Swim Lesson  
<http://pathfindersforautism.org/articles/recreation/pfa-tips-finding-the-right-swim-lesson/>

SoSecure Co-Training Swim Brief  
<http://www.sosecure.org/products.cfm>

Written by Shelly McLaughlin, Director of Safety Programs, Pathfinders for Autism  
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[www.pathfindersforautism.org](http://www.pathfindersforautism.org)



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## RECREATION

IMPROVING THE LIVES OF PEOPLE WITH AUTISM AND THE PEOPLE WHO CARE FOR THEM

# PFA Tips

## Teaching Swimming to Students with Autism

new to the pool requires a different set of teaching tools than those needed to teach a swim team. Likewise, there may be some adjustments that you make in your lessons for. Although this is not meant to take the place of a training class, these are some tips that stand the unique characteristics of students with Autism Spectrum Disorders (ASD) and each teaching swimming lessons to those students.

**MAY WITH:**  
all and

**are sensitivity**

It make  
has, body  
all space  
tendencies,

**Like!**

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mental health

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**experience in ways that are effective, reliable and universally understandable.** (William Stillman, "Presuming Intellect")

**How Can You Assist Your Students With an ASD?**

I Presume Intellect: People with ASD do not necessarily have decreased intellectual abilities.

I Simplify language. Avoid metaphors and sarcasm.

I Do not rely on facial expressions to convey meaning.

I Allow the student to utilize coping strategies (self-soothing/swimming activities).

Examples may include hand flapping, clapping, or covering the face when overstimulated. Ask the student or caregiver what his or her coping strategies are.

I Give one instruction at a time.

**Accommodations to Consider**

I Adjust the student-teacher ratio. Many students with ASD perform better in small or private classes.

I Hold classes during times with limited distractions.

I Consider potential fear of water among older children and adult students. Often we mistakenly associate this fear with younger children.

I Relax apparel policies on goggles, caps, etc. if applicable. Some of these items may be too uncomfortable, even painful for students with heightened sensitivities.



I Offer an introduction to the pool environment for new swimmers. This would include giving students exposure to the noise, smells, water temperature, other activities in pool, and lifeguards.

I Prepare students for the loud sound of the lifeguard's whistle. Demonstrate the whistles, explain why they are used, and possibly allow the student to blow the whistle.

I Provide written or picture schedule (depending on the student's communication style) as many people with ASD tend to be visual processors. A white board with an agenda may work. Be sure to include the expectations of the student for that particular lesson.

I Have one or all MAY request to be in the pool with the student.

I Offer a "quiet room." It doesn't need to be an actual room, but this would be an area away from the noise and activities, where the student could go if he needs a quiet break.

Written by Shelly McLaughlin, Pathfinders for Autism. We would like to thank Kathryn Ewelt, MS Ed, OTR/L, for her contributions.



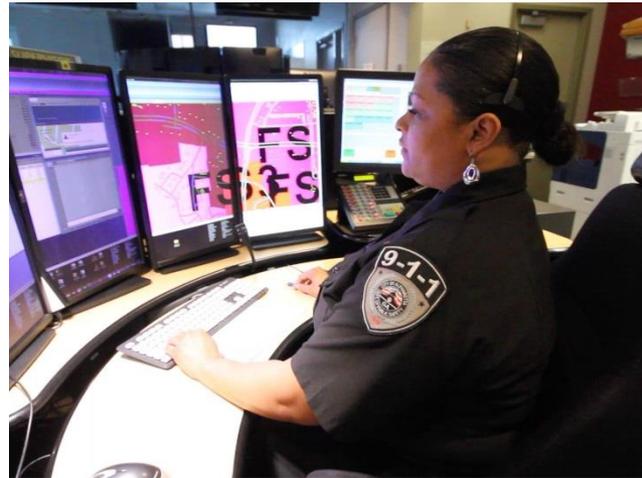
PATHFINDERS  
FOR AUTISM

[pathfindersforautism.org/articles/safety/water-safety/](http://pathfindersforautism.org/articles/safety/water-safety/)



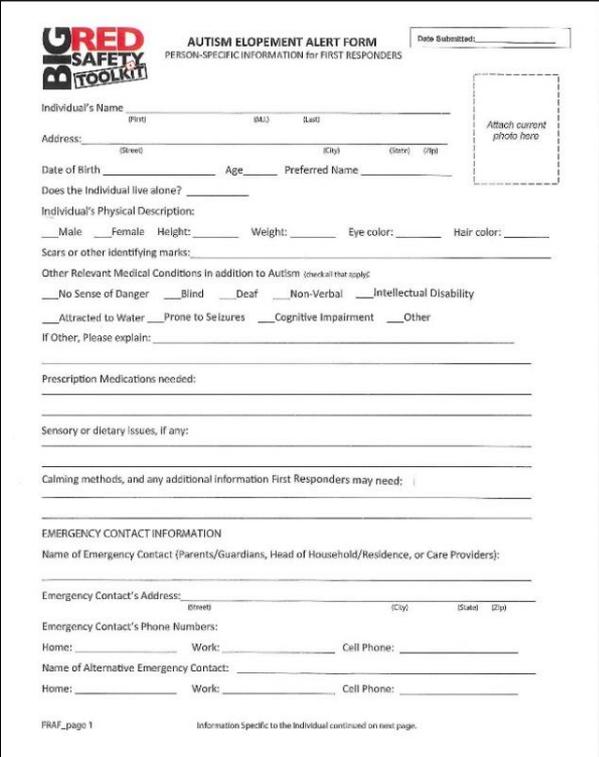
# Llame al 9-1-1 inmediatamente

- Sea sincero sobre la cantidad de tiempo que su hijo ha estado perdido
- Diles que tu hijo tiene autismo



# Recuperación de información

- Mantenga la imagen actual a mano
- Complete el formulario de primeros auxilios ANTES de una crisis
- Hacer varias copias



**RED SAFETY TOOLKIT** **AUTISM ELOPEMENT ALERT FORM** PERSON-SPECIFIC INFORMATION FOR FIRST RESPONDERS

Date Submitted: \_\_\_\_\_

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

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 (check all that apply):  
\_\_\_\_ No Sense of Danger \_\_\_\_ Blind \_\_\_\_ Deaf \_\_\_\_ Non-Verbal \_\_\_\_ Intellectual Disability  
\_\_\_\_ Attracted to Water \_\_\_\_ Prone to Seizures \_\_\_\_ Cognitive Impairment \_\_\_\_ Other  
If Other, Please explain: \_\_\_\_\_

Prescription Medications needed: \_\_\_\_\_

Sensory or dietary issues, if any: \_\_\_\_\_

Calming methods, and any additional information First Responders may need: \_\_\_\_\_

**EMERGENCY CONTACT INFORMATION**  
Name of Emergency Contact (Parents/Guardians, Head of Household/Residence, or Care Providers): \_\_\_\_\_

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

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

Name of Alternative Emergency Contact: \_\_\_\_\_  
Home: \_\_\_\_\_ Work: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

PRAF\_page 1 Information Specific to the Individual continued on next page.

# Alerta amigos y vecinos



## PLEASE WATCH OUT FOR OUR CHILD WITH AUTISM

We have a child with Autism. Our child's name is \_\_\_\_\_.

He/she is \_\_\_\_\_ years old.

**We watch our child very carefully, but sometimes he/she unpredictably wanders away.**

If you see our child and he/she is alone, please call \_\_\_\_\_.  
We are probably already looking for him/her.

**Please also call 911 and tell them that you have found our child.**

\_\_\_\_\_ does not speak very well. Our child does not appreciate danger. He/she might approach a dog or walk into the street without looking. He/she might walk in your house if a door is open.

\_\_\_\_\_ will become lost very easily and not know he/she is lost. If you ask our child a question he/she will likely not answer.

\_\_\_\_\_ sometimes has outbursts where he/she may scream or shake. We have included a picture of our child.

Thank you,

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Phone \_\_\_\_\_

**If you would like to know more about autism, please visit**  
[www.pathfindersforautism.org](http://www.pathfindersforautism.org)

*Thank you Officer Laurie Reyes, Montgomery County Police, for providing this letter.*

Pathfinders for Autism • 303 International Circle, Suite 110 • Hunt Valley, MD 21030  
Help Line 443-330-5341 • [www.pathfindersforautism.org](http://www.pathfindersforautism.org)



# Practique la seguridad

- Practica cruzar calles
- Usa señales visuals
- Opción de bluetooth menos llamativa



# Huyendo de la escuela

- Informar a todas las maestras
- Crear una meta del IEP para abordar la fuga
- Excursiones
  - Atender con tu hijo
  - Tener una persona asignada para quedarse con el niño.
  - ICD-9-CM Código de diagnóstico para deambular

**SAFETY** IMPROVING THE LIVES OF PEOPLE WITH AUTISM AND THE PEOPLE WHO CARE FOR THEM

## PFA Tips Wandering and Elopement at School

**S**afety is the first concern with wandering and elopement behaviors. Safety of the student, who is trying to flee an area as well as the safety of the school staff. Often these behaviors aren't addressed early and they become a pattern for a student. Even worse, the natural response to an after the student might be an unintentional reinforcement for this unsafe behavior. The following information should be considered to develop a thoughtful and meaningful plan to curb elopement behaviors. (This is an excerpt - to read the full article visit [pathfindersforautism.org/articles/safety/elope-at-school/](http://pathfindersforautism.org/articles/safety/elope-at-school/))

As with all behaviors, especially when they reach a crisis level, and deal with the safety of a student, we often want, and need quick answers and responses. Unfortunately, it is hard to put a behavior plan in place when there isn't any data. However, before we discuss the data collection process, there are some natural environmental supports that could be tried while you are collecting data.

**Preventative Measures to Help with Wandering and Elopement**

Establish a safe area with clear boundaries. In a classroom this might be the back of the room (if large enough) or a designated area in the hallway (marked with tape corners to visually show the boundaries). In a larger environment, it might be a space in the auditorium (again clearly marked) or an area near the student's location in the building. Establishing the assigned "safe wandering area" with the student should be done at the beginning of the class or before lunch/recess.

Place everyone strategically

not directly teach the student - need to serve as reinforcements throughout the building. Include them in the wandering and elopement plan and equip them with walkie talkies so they can assist quickly if needed. Staff also need to understand why a student might be "wandering in the hallway" and be aware of the "safe zone area" designated for the student.

**The Elopement Plan**

How a sample plan might read

An elopement plan might include:

1. If the student elopes from the classroom, an aid or adult will follow him.
2. The aide/teacher will immediately alert the support team through a call or walkie talkie.
3. The principal will immediately go to the front doors of the building. Assistant principal will cover the side exit, counselor will cover the recess doors, etc.
4. The person following the student will communicate with the support team what is happening (where the student is located, if they are walking, running, crying, etc.).
5. The team will communicate when the student is secure and debrief if the plan was effective.

specific data collection is critical. School teams often collect data through the process of a Functional Behavioral Assessment (FBA) to gain more information about a specific behavior. However, you do not need to wait for an FBA to be conducted to start collecting data, especially for elopement.

**Collecting the data to establish a baseline**

1. First identify the behavior you are targeting. Example: Elopement.
2. Clearly specify what elopement looks like to someone observing the actual behavior. Example: Elopement is defined as: The student leaving his chair and running for the nearest exit to escape the classroom and/or the school building. The student runs full speed and is very



[pathfindersforautism.org/articles/safety/elope-at-school/](http://pathfindersforautism.org/articles/safety/elope-at-school/)

# Visite la policía local y los recintos de bomberos

- Presente a su hijo a las personas "seguras" a las que pueden acudir en busca de ayuda
- Informe a los socorristas que su hijo tiene autismo
- Ayude a evitar malentendidos con la policía



# Herramientas de identificación

- Identificación estatal
- Identificación estatal Tarjeta de divulgación de autismo / IDD
- Etiquetas en la ropa
- Etiquetas para zapatos
- Pulseras de alerta Médica
- Tatuaje temporal
- Marcador permanente



side 1

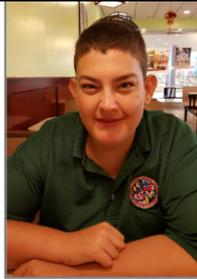


side 2



fold here





## FIRST NAME

Glenn Myers  
Pathfinders For Autism

## EMERGENCY CONTACT

Andrew Myers  
555.555.1234

## EMERGENCY CONTACT 2

Janelle Myers  
555.555.1234

## ADDITIONAL INFORMATION

Glenn Myers  
123 Main Street  
Anywhere, USA

Prader-Willi Syndrome  
Autism

Glenn's PASSIONS are Police Officers, Fire Fighters,  
Paramedics and Animals (Dogs)

No Allergies to Medication

Medication Sensitivity

Janelle Myers (mom) works for Harford County Sheriffs  
Office



# Tecnología

- Ningún producto puede reemplazar las medidas de preparación de seguridad.
- GPS Personal
  - Road ID
  - Angel Sense
  - My Buddy Tag
  - Care Trak
  - EYEZ-ON
- Project Lifesaver



# Modificaciones en el hogar

- Cerca
- Alarmas de Puerta
- Pernos de puerta
- Pernos en la parte superior
- rejas de Ventana
- Manija de puerta inversa
- **Evaluar el riesgo, es decir, incendio de la casa**



# Historias sociales

- Guía escrita o visual que describe diversas interacciones sociales, situaciones, comportamientos, habilidades o conceptos.
- Puede responder mejor si el niño es el personaje principal

# Muestra de historias sociales



**Esta es mi casa.**



**Vivo en mi casa con mi familia.**



**Es importante para mí quedarme en mi casa..**



**Cuando me quede en mi casa, mis padres sabrán dónde estoy.**



**Quedarme en mi casa me mantendrá a salvo..**



**Mamá y papá estarán felices de que esté a salvo..**

# Recursos de seguridad

[www.pathfindersforautism.org/resources/safety](http://www.pathfindersforautism.org/resources/safety)

- Artículos de consejos de PFA:
- Cuando se escapan o caminan sin sentido
- Cómo interactuar con la policía
- Qué preparar para los bomberos y los servicios médicos de emergencia
- Haga que nadar sea divertido y seguro
- Hablemos de este horrible evento en las noticias

**SAFETY**  
PFA Tips  
Make Swimming Fun and Safe

It's important to take steps to keep your child safe in the water. Some of the best ways to do this are to make sure your child is always supervised by a responsible adult, and to make sure your child is always wearing a life jacket. It's also important to make sure your child is always wearing a life jacket when they are in the water.

**Water safety tips:**

- Always supervise your child in the water.
- Make sure your child is always wearing a life jacket.
- Teach your child how to swim.
- Make sure your child is always wearing a life jacket when they are in the water.

For more information, visit [www.pathfindersforautism.org](http://www.pathfindersforautism.org)

**SAFETY**  
PFA Tips  
How to Interact with Police

It's important to know how to interact with police officers. This is especially true if you have a child with autism or other developmental disabilities. This guide provides tips on how to interact with police officers in a safe and effective way.

**HOW TO INTERACT WITH POLICE:**

- Stay calm and listen to the officer's instructions.
- Do not argue or become confrontational.
- If you are unsure of what to do, ask the officer for help.

For more information, visit [www.pathfindersforautism.org](http://www.pathfindersforautism.org)

**SAFETY**  
PFA Tips  
When They Wander or Run Away

It's important to know what to do if your child wanders or runs away. This guide provides tips on how to prevent this from happening and what to do if it does happen.

**When They Wander or Run Away:**

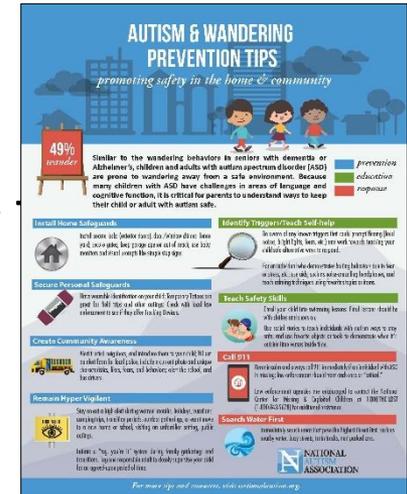
- Always supervise your child.
- Teach your child how to stay safe.
- If your child wanders or runs away, call the police immediately.

For more information, visit [www.pathfindersforautism.org](http://www.pathfindersforautism.org)

# Recursos de seguridad

[www.pathfindersforautism.org/resources/safety](http://www.pathfindersforautism.org/resources/safety)

- Escapes y fugas
- Seguridad del agua
- Formulario de primeros auxilios de Big Red Safety
- Carta de alerta de amigos y vecinos
- Proyecciones de películas interactivas "Be Safe"
- Sistemas de señalización del 9-1-1 del condado



**PATHFINDERS FOR AUTISM**

**PLEASE WATCH OUT FOR OUR CHILD WITH AUTISM**

I have a child with the name: \_\_\_\_\_ Our child's name is: \_\_\_\_\_

I look like: \_\_\_\_\_

**We watch our child very carefully, but sometimes he/she is unpredictably wanders away.**

If you see our child and he/she is alone, please call \_\_\_\_\_ who is probably already looking for him/her.

**Please also call 911 and tell them that you have found our child.**

He/she might approach a dog or walk into the street without looking. He/she might walk in your house if a door is open.

He/she might be very shy and not know how to react. If you see him/her, please hold him/her in a safe place until we can find him/her.

He/she is not a danger to anyone.

Thank you.

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_

If you would like to know more about autism, please visit: [www.pathfindersforautism.org](http://www.pathfindersforautism.org)

Thank you! Office: 3000 N. Mangrove, County Admin. Bldg. Building 6000



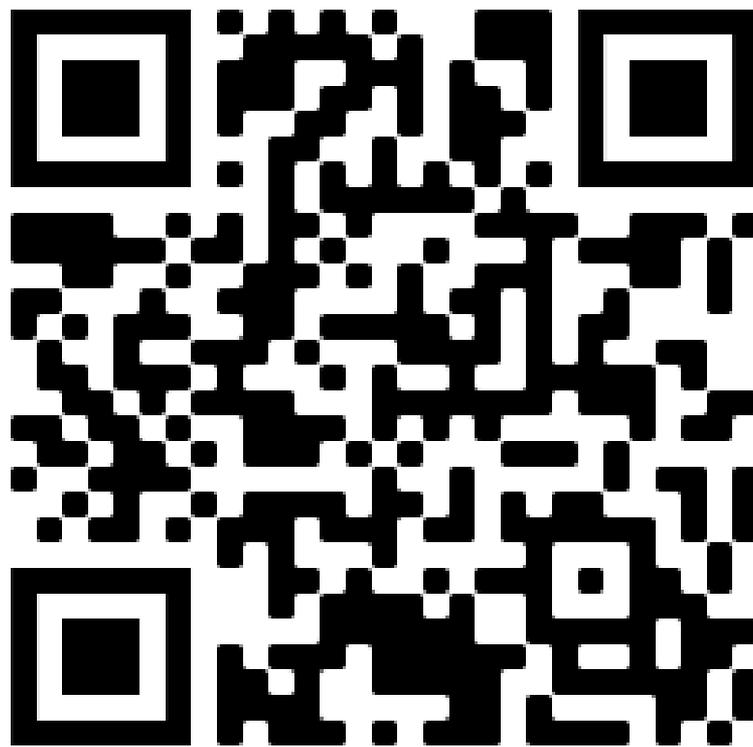
# Recursos de seguridad

[www.pathfindersforautism.org/resources/safety](http://www.pathfindersforautism.org/resources/safety)

- Entrenamiento de primeros auxilios
- Herramientas de identificación
- seguridad de Internet
- Dispositivos de seguimiento
- Recursos de seguridad adicionales



# Encuesta



# Para más información



443.330.5370

443.330.5341

[www.pathfindersforautism.org](http://www.pathfindersforautism.org)