

To Whom It May Concern:

_____ NAME _____ has a history of wandering, meaning they may leave a safe area or wander away from a responsible caregiver. _____ NAME _____ may wander for a variety of reasons which are often goal-directed (i.e. communicate or obtain a want/need, seek or avoid sensory input). It is reported that at least 49% of people with Autism will wander at least once in their lifetime. Wandering poses a serious risk of injury or death – especially related to traffic and water-related incidents. Because of these risks, safety precautions and preventative supports are important to be addressed by _____ NAME _____'s IEP and school team.

Leaving _____ NAME _____ unattended puts them at an increased risk for wandering and potentially dangerous circumstances. To keep _____ NAME _____ safe while under your instructional care, there must be appropriate supports in place.

Some safety considerations for team discussion and planning:

1. Historical wandering scenarios:

2. Known patterns of wandering:

- a. Why? _____
- b. When? _____
- c. Where? _____
- d. Why, if known? _____

3. Precipitating factors (things that may happen immediately before wandering, potentially triggering wandering or signaling that wandering may soon occur):

4. What has been known to increase likelihood of wandering?

5. What has been effective in decreasing likelihood of wandering?

6. What is the school's protocol for wandering events?

a. When wandering occurs from a school-environment

b. When wandering occurs during an off-site event (ex: field trip)

7. What level of adult supervision is required to keep _____ NAME safe?

8. What additional layers of protection are needed? (ex: visuals, direct instruction, locked doors, alarms, physical barriers)

Signed,

Parent/Guardian