



Student Emergency and Behavior Response

School & Home Safety Plan

Safety Plans are important to assist with an incident or to prevent catastrophic events. Please use the attached pages to prepare:

- Family
- Caretakers
- Providers
- Staff at school and local organizations
- Law enforcement and emergency services

We have three documents to assist families have a comprehensive safety plan.

Student Emergency and Behavior Response Safety Plan Forms

Autism Profile and Emergency Contact Form

- **When to complete:** Beginning of the school year,
- **How often:** Once a year
- **Where to deliver:** Give a copy to schools, care providers, local law enforcement, fire department and local organizations regularly visited.
- **Remember to attach a current picture of the person with autism before copying.*

Emergency Situations and Annual Drills Form

- **When to complete:** Beginning of the school year
- **How often:** Once a year
- **Where to deliver:** School, care provider, and/or other organizations. Review with all staff. Post in office, lounge or key area where staff can access.
- **What it is:** Form includes Emergency Situations, Annual Drills, Person Missing, Field Trips, and Transportation for Medical Treatment. Add other key items that are appropriate for the individual with autism.

Common Behaviors and Responses Form

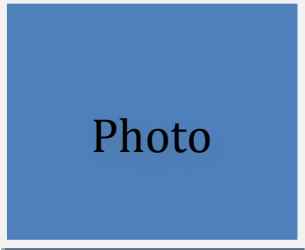
- **When to complete:** Beginning of the year with updates throughout
- **How often:** Once a year and update as new situations arise
- **Where to deliver:** Give a copy to people who care or work with the individual—care givers, speech therapists, family members, bus drivers, etc.

Questions?

If you have questions about these forms or need assistance, please contact Scott Schuelke, Autism Safety Specialist at Autism Alliance of Michigan at scott.schuelke@aaomi.org.



Autism Profile and Emergency Contact Form



Name: _____ Date Completed: _____

Gender: Male or Female	Birthdate or Age:	Non-Verbal: Yes or No	Height/Weight: /
Address, City, & Zip code:			
Parent/Guardian Name:		Telephone—home/work/cell:	
Parent/Guardian Name:		Telephone—home/work/cell:	
School/Employer/Other:		Staff Contact:	
Address, City, & Zip code:		Telephone:	
Communication Methods—Verbal, Sign Language, Visuals, Software:		Describe Identifying Marks/Scars:	
Medical Conditions—Autism, Seizures, ADHD, etc.:			
Medications:		Allergies:	
Primary Care Physician:		Telephone:	
Address, City, & Zip code:			
Health Insurance Carriers or Medicaid:		Policy/Group/Contract#s:	
Important Information for Responders—key phrases or items that may help in a situation, i.e. cannot be left alone:			
Behaviors that may be exhibited—i.e. runner; wanderer, eat non-edible items, head butts, etc:			
Popular Destinations—i.e., Library, Swimming Pool, Restaurant, Store, etc:			
Emergency Contact #1—Name, Telephone#, Relationship:			
Emergency Contact #2—Name, Telephone#, Relationship:			
Emergency Contact #3—Name, Telephone#, Relationship:			
GPS/Tracking Device Information:			
Other:			

Emergency Situations and Annual Drills

SAMPLES

Schools are required to practice emergencies situations throughout the year. Additional thought may need to go into how to successfully complete the drills to prepare for a real emergency. It is recommended to include the students with autism and special needs in these drills so staff will be able to handle emergency situations efficiently and safely if they do occur during the school day.

Activity—Emergency Drills and Situations

Develop one for each—Fire, Tornado, Bomb Threat, Act of Violence (gunman).

Planned Response: Sample FIRE DRILL

1. Develop a social story on the fire drill, including what will happen and what steps the student, peers and staff will take during it, and where the students should go during the fire (or drill).
2. Go through the fire drill just as if it is real. This will assist in tweaking the plan to be more meaningful.
3. Assign a teacher/staff to be with student at all times.
4. Consider having an item available to keep the student occupied and calm.
5. Keep a phone or radio with you at all times.
6. Place emergency contact form in reach to contact family ASAP or have it in your phone.
7. Confirm student emergency contact form is sent to all county and local emergency responding departments (police/fire) that may respond in an emergency.
8. Confirm with local responders that they have and can use reverse 911 to assist in emergencies.

Activity—Missing and Last Seen INSIDE of the Building

Planned Response: Sample LAST SEEN INSIDE of the Building.

1. As soon as a staff person realizes a student is missing, staff calls the office and says “Code ? – Inside” Letter for Code may refer to students first name. Code A for Aaron.
2. Office staff does a public announcement (PA) immediately – Code A Inside
3. Staff go to their assigned rooms – Paraprofessional may go to the library then computer lab. Secretary may step in hallway to look for the student.
4. All staff look in their rooms, down hallway. Ms. ? is responsible for checking restroom A. Ms. ? is responsible for restroom B.
5. If student is not found within 5 minutes, call 911 and let dispatch know the student’s name, he/she has autism, emergency contact form and picture are on file and this is an emergency.
6. Secretary is responsible for pulling emergency contact form and calling family.
7. Office staff contacts superintendent’s office.

Activity—Missing and Last Seen OUTSIDE of the Building

Planned Response: Sample LAST SEEN OUTSIDE of the Building.

1. As soon as a staff person realizes a student is missing, use cell phone/radio/text or run inside and call the office and says “Code ? – Outside” Letter for Code may refer to students first name. Code A for Aaron.
2. Office staff does a public announcement (PA) immediately – Code A Outside
3. Text all staff – so all inside and outside get the message or have some other mechanism to alert staff who are outside including staff who monitor recess.
4. Staff should go to their assigned rooms – Paraprofessional may go to the library then computer lab. Secretary may step in hallway to look for the student.
5. All staff look in their rooms, down hallway. Ms. ? is responsible for checking restroom A. Ms. ? is responsible for restroom B.
6. Named staff should be listed with outside responsibilities to search outside grounds and nearby attractions.
7. If student is not found within 5 minutes, call 911 and let dispatch know the student’s name, he/she has autism, emergency contact form and picture are on file and this is an emergency.
8. Secretary is responsible for pulling emergency contact form and calling family.
9. Office staff contacts superintendent’s office.

Activity—Field Trips

Planned Response: Sample FIELD TRIPS

1. Notify field trip facility the class will include a student with autism and special needs.
2. Discuss trip, potential challenges and special needs with student’s family and school team.
3. Develop a social story for student and use at school and home.
4. Send a note/email to volunteers before the trip on students’ special needs, potential situations and how to respond to them. Do not verbalize this in front of students. Include short definition and characteristics of autism in the communication.
5. Prepare all students and ask for peer volunteers to be friends during the trip.
6. Dress student in bright color for easy identification with name tag.
7. Take communication devices – iPad, pictures, etc.
8. Take items to educate student during the day when student will not be interested.
9. Develop and share safety plan with facility staff, school staff, and volunteers.

Activity—Injury & Transportation to Hospital/Medical Facility

Planned Response: Sample INJURY & TRANSPORTATION TO HOSPITAL/MEDICAL FACILITY.

1. Evaluate injury immediately with principal or designee and determine in student needs emergency responders during the ride to the local hospital/medical facility.
2. Pull Emergency Contact Form and call parents ASAP.
3. Analyze the state of the student and if he/she would be calmer in staff vehicle if parents cannot arrive within minutes or if emergency responder is necessary.
4. Any doubt, call 911. Notify dispatcher injured student has autism and explain any key items for responder. Student non-verbal, allergies, etc. Give copy of Emergency Contact Form to responders if they did not bring it.
6. Take communication devices – iPad, pictures, etc.
5. Assign staff person who knows and can comfort student to ride and stay with student until a family member arrives to the scene/hospital/medical facility
6. Notify hospital/medical facility staff of student condition, allergies, key information to assist with treatment.



Emergency Situations and Annual Drills

Individual's Name:

Date:

Schools are required to practice emergencies situations throughout the year. Additional thought may need to go into how to successfully complete the drills to prepare for a real emergency. It is recommended to include the students with autism and special needs in these drills so staff will be able to handle emergency situations efficiently and safely if they do occur during the school day.

Emergency Situations and Drills
FIRE—Planned Response
TORNADO—Planned Response
BOMB THREAT—Planned Response
ACT OF VIOLENCE (gunman, etc.)—Planned Response

Missing Person Situations

MISSING—Last Seen INSIDE the Building—Planned Response

MISSING—Last Seen OUTSIDE the Building—Planned Response

Field Trips

FIELD TRIPS—Instructions

Injury & Transportation to Hospital/Medical Facility

INJURY & TRANSPORTATION to Hospital/Medical Facility—Instructions



Common Behaviors and Responses

Individual's Name:

Date:

Individuals with autism and special needs often display non-typical behaviors. It is important that everyone responds to those behaviors in the same way. List the behaviors, the appropriate responses, and the pictures for everyone to use when those behaviors occur.

Behavior	Responses for Redirection	Appropriate Pictures/Cards
Flipping eye lids		
Head butting		
Laying on floor		
Not working/staying on task		
Picking nose		
Picking of lip		
Pinching		
Running out of class		
Scratching		

Screeching		
Sleeping		
Talking at inappropriate times		