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UofL\_Stripe

Autism and Safety Webinar Series: Wandering

Heidi Cooley-Cook.

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Learning Agenda

•Tips to help prevent wandering

•Strategies to engage neighbors and

community members to be alert and

supportive of your loved one

•Resources related to wandering and

wandering prevention

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1 in 68

March 2014 CDC report

5 timesmore prevalent in boys

1 in 42 boys

1 in 189 girls

Prevalence of Individuals with

ASD

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What do we know about autism?

•Knows no racial, ethnic, or socioeconomic boundaries

•Identify by behaviors not physical characteristics

•Lifelong neurodevelopmental disability

•Varying degrees of severity in different individuals

•Usually affects sensory and motor processing systems of the

brain

•Triad of characteristics = social interaction, communication,

restricted/repetitive behaviors and interests

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Why are we talking about wandering?

.7 times more likely than neurotypicalpeers to have an

emergency encounter

.Estimated that 40% of children with ASD cannot speak

.49% of children with ASD attempt to elope = 4x higher than

their neurotypicalsiblings

.Drowning subsequent to wandering/elopement account for

91% of total U.S. deaths reported in children with ASD ages

14 and younger

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Why are we talking about wandering?

.More than 1/3 of children with ASD who wander are unable to

communicate their name, phone number, or address

.40% of parents report having suffered sleep disruption due to

fear of elopement

.8 times more likely than their neurotypicalsiblings to elope

between the ages of 7 & 10

.62% of families affected by wandering report choosing not to

attend/enjoy activities outside the home

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What is wandering?

1.Goal-directed = wandering with the purpose of getting to

something

2.Bolting/fleeing = the act of suddenly running or bolting,

usually to quickly get away from something

3.Other = nighttime wandering; wandering due to disorientation,

boredom, transition or confusion; or the individual simply lose

their way/becomes lost

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http://www.autismsafety.org/prevention.php

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Engage Neighbors and Community

•Make a handout that includes an up-to-date photo of your child

•Share this handout with neighbors

•Introduce your child to their neighbors

•Share the handout with local police, firefighter, and EMT

•Introduce your child to First Responders

•Schedule a time to meet with your local First Responders to

acclimate your child to the various uniforms, vehicles, sounds,

etc

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Project Lifesaver

http://www.projectlifesaver.org/where-we-are/

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LoJackSafetyNet

https://www.safetynetbylojack.com/Caregivers/How\_It\_Works

Not currently in Kentucky –

Project LifeSaver uses the same technology

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Other Resources

www.safetytat.com

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www.namebubbles.com

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www.keepmesafeid.com

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www.qrcodeid.org

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Other Resources

www.kidssafetybands.com

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www.tattooswithapurpose.com

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http://4pawsforability.org/autism-assistance-dog/

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Resources

http://nationalautismassociation.org/docs/BigRedSafetyToolkit.pdf

National Autism Association

Big Red Safety Toolkit

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Resources

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http://www.autism-society.org/

Autism Society of America

Safe and Sound Static Cling

$2.50

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Resources

http://www.missingkids.com/autism

National Center for Missing and Exploited Children (NCMEC)

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Resources

oNational Autism Association:

http://nationalautismassociation.org/resources/awaare-

wandering/

oAWAARE Collaboration: http://awaare.org/

oAutism Speaks: http://www.autismspeaks.org/family-

services/autism-safety-project

oAutism Society: www.autism-society.org

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Questions?

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https://louisville.edu/education/kyautismtraining

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