

Wandering Prevention Checklist

| | Communication | | Routine and Predictability |
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| | Teach and practice communication skills to express needs, wants, or discomfort. | | Establish and maintain consistent daily routines. Predictability can reduce anxiety and the |
| | Community Awareness | | likelihood of wandering. |
| | Inform neighbors and local businesses about the individual's tendencies and share emergency contact information. | | Safety Education Educate the individual about safety rules and the dangers of wandering. Use visual aids and social stories to reinforce concepts. |
| | Emergency Preparedness | | stories to removee concepts. |
| | Create an emergency plan with neighbors, local law enforcement, and first responders. Provide them with relevant information about the individual. | | Secure Environment Install secure locks on doors and windows. Consider alarms or chimes to alert you when |
| | Environmental Modifications | | doors are opened. |
| | Make modifications to the home environment to reduce potential hazards. Remove or secure items that may be dangerous to the individual. | | Sensory Needs Address sensory sensitivities to minimize discomfort. Provide sensory-friendly spaces |
| | Identification and Documentation | | and tools for self-regulation. |
| | Ensure the individual carries identification with contact information. Keep recent photographs and medical information accessible. | | Social Engagement Encourage social engagement and activities that |
| | Monitoring Technology | | provide a sense of connection and fulfillment. Loneliness can contribute to wandering. |
| | Explore wearable GPS devices, tracking apps, or monitoring systems to keep track of the | | Supervision Plan |
| | individual's location. Physical Exercise | | Develop a supervision plan based on the individual's needs and tendencies. Establish clear |
| | Incorporate regular physical activities to channel energy and reduce restlessness. | П | guidelines for caregivers and support personnel. Tracking Tools |
| | - | _ | Keep recent photographs, medical records, and |
| | Professional Guidance Consult with professionals, such as behavioral therapists or autism specialists, for personalized | | detailed information readily accessible for use in case of an emergency. |
| | strategies and support. | | Visual and Auditory Cues |
| | Regular Check-ins | | Use visual and auditory cues to signal transitions |
| | Regularly check on the individual, especially during potentially challenging times, to ensure their well-being. | | or changes in routine. This helps the individual anticipate and adapt. |