



School Safety Best Practices: Lockdown Drill

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The HANDS (Helping Answer Needs by Developing Specialists) in Autism® Interdisciplinary Training & Resource Center is located within the Department of Psychiatry at the Indiana University School of Medicine. Support for the foundational development of the HANDS in Autism® Center has been provided through a combination of federal and state funding as well as private philanthropies. To learn more, please contact Naomi Swiezy, Ph.D. HSPP, Director, at nswiezy@iupui.edu or find us at HANDSinAutism.iupui.edu.

Try to plan ahead for drills and allow any needed information to be given

Scheduling

If a drill is known of in advance, this activity can be added to the individual's daily schedule. By seeing it as an activity on their schedule, they may be able to prepare themselves for the actual event.



Social Narrative

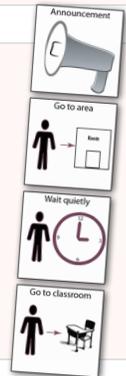
A social story could be created and reviewed regularly to help prepare the individual for the event. This story would tell them why the event will happen, how it might make them feel, and information on how to respond appropriately.



Help the individual to know what is going to happen

Mini-schedule

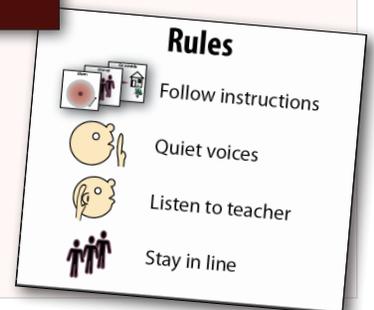
A mini-schedule would lay out the individual steps that would take place during this event. For example: the alert will be given, we will walk to assigned area, we will sit in position, we will resume the previous activity.



Make your expectations clear

Visual rules

Using pictures or words to define the behavioral expectations of this event will allow the individual time to process during this time of heightened anxiety. They can be used as reminders as needed and can be a point of prompting for the adult to help support. For example: follow instructions, quiet voices, listen to teacher, stay in position.



Respect sensory issues

Sensory Kit/Fidget bag

You may find that many individuals with ASD seek out sensory stimulation to calm themselves or reduce anxiety. By creating a bag filled with sensory materials, you may enable the individual to meet their sensory needs, thus allowing them to feel less anxious and better able to focus on the task at hand.



& Learning Connection!

Give visual cues for amount of time remaining

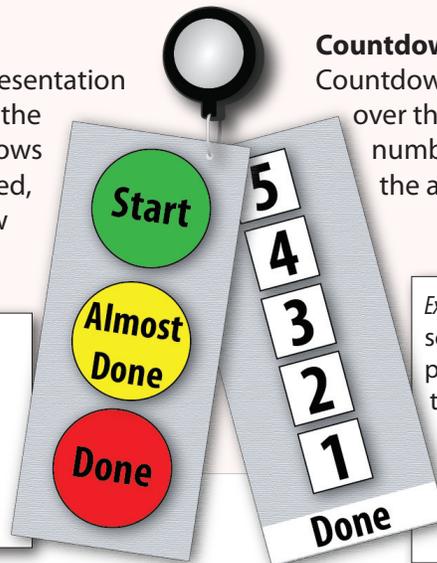
Mini-Pulley - Stoplight/Countdown

Helping an individual to understand the amount the time an activity may take will make great strides in lessening their anxiety in that situation. The tools on this pulley are adult manipulated so the time can be estimated by the adult in situations where the time is not set.

Stoplight

Stoplight serves as a visual representation of passing time. Green signifies the beginning of activity, yellow shows that the activity is almost finished, and red lets the individual know the activity is complete.

Example: Light shown is green when the alert is given. When you are part way through the waiting, add the yellow light and when you are finished and about to resume previous activity, add the red light.



Countdown board

Countdown board allows for more control over the rate of the activity passing. The numbers 1-5 are taken off or moved as the activity is winding down.

Example: Can be used similarly to the stoplight scenario. Number is taken down for each phase of the event. Go to assigned area, take down a number, sit in position, take down a number and so on until each number has been taken down and the individual understands that the event is complete.

Use motivation

Mini-Pulley - First/Then Board

Adding motivation to an undesired activity or stressful situation will help the individual work through that activity for their more desired activity/item. Pictures or simple words can be placed on the board depending on the abilities of the individual.

Example: "First" we have a drill, "Then" you can play a game.

