



Visual Supports and Stories

IF I GET LOST

Higher Support Needs, Younger Individual



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SEARCH
AND RESCUE
FOR AUTISM

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My name is

What is your name?



I am going to

Where are you going?



I am going with

Who is going?



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This is a new place for me
and I need to stay near my
parent/guardian/friends.



If I can't find them or don't know
where I am or I am somewhere I
didn't plan to be I may be lost.



Even if I don't feel lost, my
family and friends may
worry about where I am.



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**The best thing I can do is
stay where I am/still until
someone finds me.**



**If I see another person,
I can ask them for help.**



**If there are no people,
I can yell for help.**



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**I need to stay calm.
Someone will find me.**

How do I use Visual Supports & Stories?

Visual Supports and stories are meant to prepare your child for a given situation. Thus, they should be reviewed prior to participating in the situation. We recommend reading the story once through without stopping with your child. Then, read it again and stop and point out a few important points. Do this numerous times and in different contexts prior to entering the situation written in the visual support story. You can ask them simple questions about the story (e.g., where should we put our garbage?)

Reading a story will help to prepare them but you still need to teach the skill embedded in the visual support story directly and create a lot of opportunities to practice. For example, when reviewing how to act around wildlife, practice in a park or your backyard after you read the visual support story. You can also highlight the importance of throwing away garbage in a labeled garbage can in your home before entering a national park. Don't forget to praise and reward your child for practicing the new skills they are learning!