

**Integrated Community Paediatric Services
 Paediatric Occupational Therapy Service**

Worksheet L

Safety

Area of Difficulty	Strategy	Tick when strategy has been tried and add comments.
<p>There are safety concerns in the home and the child does not understand danger.</p> <p>The child may:</p> <p>Open cupboards / fridge / draws</p>	<p>A range of aids and equipment can be purchased online to support safety in the home:</p> <p>Locks can be placed on draws, cupboards, and the fridge to prevent children into them if there are safety concerns. There are a range of types of locks to suit different furniture and appliances:</p> <p>Multi-purpose locks:</p> <p>www.safetots.co.uk</p> <p>www.boots.com</p> <p>www.argos.co.uk</p> <p>www.cheekyrascals.co.uk</p> <p>www.babygo.uk</p> <p>www.clipsafe.co.uk</p>	
<p>The child opens front and back doors to get out of the house without adults knowing.</p>	<p>Additional locks can be added to doors, higher than the child can reach so they are unable to open them.</p> <p>If you live in a privately rented property, contact your Landlord to discuss any proposals for adaptations to the home. If you live in a council property, contact your Housing officer/ Housing organisation to request the changes, or to gain consent to make the changes yourself.</p>	
<p>Climb onto windowsills and open windows</p>	<p>Furniture placed under or around windowsills can be moved away, so children cannot climb on them to access the windowsills.</p> <p>Additional window safety locks can be placed onto windows to prevent children from opening them enough to climb out of them. Options include:</p>	

**Integrated Community Paediatric Services
Paediatric Occupational Therapy Service**

	<ul style="list-style-type: none"> – If privately renting your home: Contact your Landlord and request that window safety locks can be installed, or gain consent to place them yourself. – If you live in affordable housing/ council housing, contact your housing officer to request window locks being installed due to safety concerns. – If you own your home, window locks can be purchased privately and installed. There are a range of locks available depending on the type of windows in your home: <p>If keys are removed from windows, ensure that the responsible adult in the home is aware of where the key is placed, and ensure that it is easily accessible in case of a fire and you need to leave the home imminently via a window.</p>	
<p>Child can climb over a stairgate</p>	<p>Higher stair gates can be purchased if a child can climb over a standard height stairgate.</p> <p>Do not place one stairgate on top of another as this causes a significant safety risk to your child.</p> <p>Please note if child can climb over the stairgate, this places them at risk of falling the other side, and the stairgate may need to be removed.</p>	
<p>Child turns on taps and is at risk.</p>	<p>A range of 'tap straps' or 'tap guards' can be purchased to suit the taps in your home. These can prevent children from accessing taps and turning them on.</p> <p>www.daisybabyshop.co.uk</p> <p>www.taphat.co.uk</p>	
<p>Child turns on the hob or oven.</p>	<p>Block your child's access to the kitchen if possible, for example shut doors and use locks that are higher than the child can reach.</p> <p>A range of hob and oven guards can be purchased online to prevent children from accessing them and turning them on.</p> <p>Contact your local fire service to find out about additional safety measures that can be taken within the home.</p>	

**Integrated Community Paediatric Services
Paediatric Occupational Therapy Service**

	<p>The Suffolk.gov.uk website has valuable safety information, and families can request a 'safe home' visit:</p> <p>https://www.suffolk.gov.uk/suffolk-fire-and-rescue-service/fire-safety-in-the-home/</p> <p>The Norfolk fire and safety website has valuable information and families can request a 'safe home' visit.</p> <p>https://www.norfolk.gov.uk/safety/norfolk-fire-and-rescue-service</p>	
<p>Child plays with plug sockets</p>	<p>Install plug covers over any plug that can be accessed by the child.</p>	
<p>There are safety concerns at night time, and the child may:</p> <p>Get out of bed and climb on furniture in bedroom</p> <p>And/or</p> <p>Get out of bed and leave the bedroom entering other parts of the house</p>	<p>Furniture can be removed from your child's bedroom if they are climbing on it and placing themselves at risk.</p> <p>Stairgates can be placed at the child's bedroom door. Higher stairgates can be used if children can climb on a standard stair gate.</p> <p>Please note if child can climb over the stairgate, this places them at risk of falling the other side, and they need to be removed. Do not place one stair gate on top of another.</p> <p>High placed external locks can be added to rooms that parents do not want children to access at night-time; for example bathroom and kitchen.</p> <p>Video or audio monitors can be used for parents to check on children through the night.</p> <p>Assistive technology can be used to alert parents if children get out of their beds and do not return within a certain time frame.</p> <p>www.healthcarepro.co.uk</p> <p>*Please contact your health visitor for additional safety or sleep concerns at night-time*</p>	

**Integrated Community Paediatric Services
Paediatric Occupational Therapy Service**

<p>Child attempts to get out of a car seat/ Child can get out of a car seat</p>	<p>For general car seat advice please access: www.rosopa.com</p> <p>If your child is at risk in a moving car as they attempt to, or they can successfully get out of their car seat, please contact East Anglia Drivability to arrange a car seat assessment on: East Anglia Disability: 01842 753029.</p> <p>The assessment costs £30.00 (correct as of 01.04.22) The Occupational Therapist who provides the assessment will then provide a report, and support with accessing charity funding, if required, to purchase the car seat.</p> <p>If you have placed additional harnesses onto your child's car seat to secure them into the car, you may need to consider options such as having seatbelt cutters in your car. Please contact East Anglia Disability (EAD): 01842 753029 for advice.</p> <p>If you are unsure how additional harnesses or equipment may effect your insurance, please contact the 'Driver and Vehicle Licence Agency' or your insurance company.</p> <p>https://www.gov.uk/government/organisations/driver-and-vehicle-licensing-agency</p> <p>In case of an emergency, or accident you may need to stop the car suddenly. If your child does not understand danger, it may be appropriate to have a sign / note in the car advising that your child has additional needs and may require extra assistance in case of emergency.</p>	
<p>Child does not have any danger awareness, and will run away from parents / carer when outside of the home.</p>	<p>Social stories can be used with children to support them in understanding danger awareness and how to behave outside of the home (see "How to write a social story" below).</p> <p>Wrist connectors can be used to support the child to stay with their adult. Backpacks with reins can be used to support the child to stay with their adult.</p>	

**Integrated Community Paediatric Services
Paediatric Occupational Therapy Service**

	Wrist connectors and backpacks can be purchased from a variety of stores online.	
Child has access to a buggy to enable safety when outside of the home, but they are becoming too big for a standard buggy.	<p>Buggies or strollers are available for older/ larger children, and include:</p> <p>www.maclarenmajorelite.co.uk</p> <p>www.mobiquip.co.uk</p> <p>www.excelelise.co.uk</p> <p>Please note that these buggies are available from different online retailers at different prices.</p> <p>*Please weigh and measure your child, and reference this to size guidelines to order the most appropriate buggy. *</p>	
Child shows no awareness of road safety	<p>Mitigate risk by using reins, a backpack or a buggy as noted above.</p> <p>Use social stories to explain what is expected of your child when they are near roads. See “How to write a social story” below.</p> <p>Useful websites for tips on teaching road safety are available, and include:</p> <p>https://www.familycorner.co.uk/road-safety-week-teaching-pre-schoolers-road-safety</p>	
<p>There are concerns managing the child’s safety getting from the car to the destination (ie the supermarket, school, hospital etc).</p> <p>There are challenging behaviours meaning you</p>	<p>Parents/ carers can apply for a blue badge for children with safety needs. They do not need to have a physical disability to make an application.</p> <p>Information regarding applications can be made online, to your local gov.uk website:</p> <p>www.suffolk.gov.uk/roads-and-transport/parking/blue-badge-scheme/blue-badge-disabled-parking/</p> <p>www.norfolk.gov.uk/care-support-and-helth/support-for-living-independently/travel-and-transport/blue-badges</p> <p>www.essex.gov.uk/apply-for-a-blue-badge</p>	

**Integrated Community Paediatric Services
Paediatric Occupational Therapy Service**

require a larger parking space to manage getting in and out of the car safely	www.cambridgeshire.gov.uk/residents/travel-roads-and-parking/parking-services/blue-badges	
-------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Integrated Community Paediatric Services Paediatric Occupational Therapy Service

How to Write a Social Story

What are Social Stories and How Do They Help?

- Social stories were developed by Carol Gray in 1991 to assist individuals with Autism Spectrum Disorder (ASD) to develop greater social understanding.
- They were initially intended to be used with children at the 'higher functioning end' of the autism spectrum, but they have been successfully used with adolescents, adults and children without a diagnosis of ASD who may be socially immature.
- It is a short description of a particular situation, event, or activity (e.g. brushing teeth, saying thank you, thunderstorms, what to do when angry).
- They include specific information about what to expect and why; and how others may respond, helping to provide a framework for appropriate behaviour.
- They present information in a literal, concrete and accurate manner, which may improve the individuals understanding of a previously difficult or ambiguous situation.
- By increasing the child's understanding of the situation, it is hoped that their anxiety may be reduced.
- Social Stories can also help others understand the perspective of an autistic person and why they may respond or behave in a particular way.

How to Introduce a Social Story (based on Carol Gray's recommendations)

- Present the story to the child when everyone is feeling calm and relaxed.
- Be honest about why the story has been written i.e. explain to the child that 'I have written this story for you, it is about thunderstorms, let's read it together'.
- Review the story as often as required. Some stories will be reviewed initially once a day, others just prior to the situation for which they were written.
- Remain positive, reassuring and patient.
- Ensure the environment is quiet and use a calm/friendly tone of voice.
- Share the story with significant people i.e. the story could be reviewed with the child by a TA in school, especially if the story relates to school.
- Introduce one story at a time.
- As the child's behaviour improves or their anxiety reduces, the story could be faded out i.e. read every other day, then every third day and so on. You may just need to read the story again every so often if the situation/activity is predictable and is known to be occurring soon.

How to Write a Social Story

- A social story needs to have an introduction, body and conclusion and should use positive language (where possible, describe what should happen, rather than what should not).
- They should be as accurate as possible, words such as sometimes or usually can be used when an outcome is not guaranteed.
- Use the 1st person e.g. 'I will try to wait until morning before I get out of bed'.

Integrated Community Paediatric Services Paediatric Occupational Therapy Service

- The story should appeal to the interests of the person and should avoid words that may cause distress.
- Photographs, pictures or symbols can be used to reinforce understanding for younger children or those who have difficulty reading.
- Make sure the story has a title which clearly reflects the important concept of the story e.g. 'Washing My Hands'.
- Depending on the level of understanding of the child, the whole story may be on one page, or over a series of pages with one sentence and picture per page to make it easier to read.
- It can be useful to have a folder to keep the child's social stories in. This way you can refer back to them in the future if necessary.
- Social Stories are made up of several different types of sentences that are presented in a particular combination:

A **descriptive** sentence accurately describes the context, such as where the situation occurs, who is there, what happens and why. There should be at least 2, but no more than 5 of these sentences. E.g:

- Christmas Day is 25 December.
- Sometimes I get sick.
- My body needs food several times per day; just like a steam train needs coal to stay running.

A **coaching** sentence gently guides behaviour. There should only be one of these sentences. E.g:

- I will try to hold an adult's hand when crossing the road.
- It's ok to ask an adult for help with nightmares.
- When I am angry, I can take three deep breaths, go for a walk or jump on the trampoline.

- Carol Gray's, *The New Social Story Book*, 2015

Examples of a Social Story

*All children go to school to learn and have fun.
I go to school on the bus, because it is too far to walk.
When the bus arrives outside my house, my mum will help me to get on the bus.
My friends are on the bus, it is safe and a happy place to be.
The journey to school can be fun!
When I arrive at school and adult will greet me and we will walk to my classroom.*

*When I go out for a walk I need to stay safe.
To stay safe means that I won't get hurt.
To walk near a road is dangerous, so I need to hold a grown-up's hand to stay safe.
When I need to cross the road, I must stop at the side of the road.
I must use my eyes to look left and right and my ears to listen to make sure that there are no cars coming along the road. I must WAIT until all the cars have passed.
When I am sure there are no cars I must hold a grown-up's hand and walk across the road.*

Integrated Community Paediatric Services Paediatric Occupational Therapy Service

For More Information and Example Social Stories Visit:

- <http://carolgraysocialstories.com/social-stories/>.
- <http://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx> has a link to a list of apps which can help to create social story templates.
- Carol Gray's, 'My Social Stories Book', 2002 and 'The New Social Story Book', 2015