

HUNTERS HELPERS

Emergency Contacts & Safety Card Companion Guide

Learn what an emergency is. Know who can help. Practice what to do. Create a card that is ready when it matters.

A companion to the interactive Emergency Contacts & Safety Card Kit

LEARN

Recognize emergencies and urgent problems.

CONNECT

Identify safe people, services, and backups.

PRACTICE

Use calm examples, scripts, and role-play.

Important safety note

Call 911 for immediate danger, fire, serious injury, trouble breathing, a person who will not wake up, or another situation requiring police, fire, or emergency medical help. This guide supports teaching and planning. It does not replace emergency services, an individualized safety plan, medical instructions, school or agency procedures, or required reporting.

HOW TO USE THIS COMPANION

Build safety knowledge before building the card

A phone number is only useful when a person understands who it reaches, when to use it, and what to say. Complete only the pages that fit the person. Use the child/teen or adult pages, then practice the completed plan together.

1. EXPLAIN	Use plain language to define emergency, urgent problem, and everyday problem.
2. CONNECT	Map the people and professionals in the person's life and clarify their roles.
3. CHOOSE	Select primary and backup contacts who have agreed to be listed.
4. PRACTICE	Use examples and role-play during a calm time, not only during a crisis.
5. CREATE	Build, print, and place the Emergency Contacts & Safety Card where it can be found.
6. REVIEW	Recheck numbers and plans whenever relationships, housing, school, health, or services change.

Keep the person involved

Ask permission before adding someone. Use the person's preferred language and communication method. Do not assume that a relative, provider, or staff member is available or appropriate for every situation.

Privacy first

Use the minimum information needed. A contact card should not contain Social Security numbers, account numbers, passwords, detailed diagnoses, complete medication lists, or other information that could create unnecessary risk.

CORE SAFETY LESSON

Emergency, urgent, or everyday problem?

Emergency: Someone is seriously hurt, may be seriously hurt, or is not safe right now. Immediate help is needed.

Urgent problem: Help is needed soon, but there is no immediate danger.

Everyday problem: The person is safe and can use coping, problem-solving, or a planned support.

Situation	Best first response
Fire, serious injury, trouble breathing, person will not wake up	Call 911 and move to safety when possible.
Threat or immediate danger	Move to safety and call 911.
Suicidal thoughts or emotional crisis	Call or text 988 in the U.S.; call 911 for immediate danger.
Lost child or teen	Find a safe adult or worker, call caregiver, and call 911 if unsafe.
Medication will run out soon	Contact pharmacy, prescriber, caregiver, or support person.
Locked out but currently safe	Call approved housing or backup contact.
Argument, disappointment, or broken internet	Use a coping skill, problem-solving step, or trusted support.

How I explain an emergency in words the person understands

Communication, sensory, mobility, language, or accessibility needs to consider

PRACTICE TOGETHER

Situation sorting and decision practice

Read one situation at a time. Let the person choose the first response, explain why, and then review the safest answer together. Add examples from the person's real life without using frightening details.

Situation	911	Trusted person / right support	Use my plan
I smell smoke or see a fire.	☐	☐	☐
I missed my ride, but I am safe.	☐	☐	☐
Someone is badly hurt.	☐	☐	☐
I am lost and cannot find my caregiver.	☐	☐	☐
My phone is almost out of power.	☐	☐	☐
Someone is threatening me right now.	☐	☐	☐
My medication will run out in three days.	☐	☐	☐
I am very upset after an argument.	☐	☐	☐

Practice saying what happened

"My name is _____. I am at _____. The emergency is _____. Someone is / is not hurt. My phone number is _____."

One real-life example we still need to practice

SUPPORT NETWORK

Who helps with what?

Knowing a person is not the same as knowing their role. Review what each person can help with, how to reach them, when they are available, and whether they have agreed to be contacted.

Parent, guardian, family, or friend	Personal support they have agreed to provide.
Safe adult	Known, approved adult who can help a child or teen when a caregiver is unavailable.
DSP or support staff	Skill building and support within the person's plan and staff role.
Case manager	Service coordination, resources, and follow-through.
Teacher or school staff	School learning, school routines, and school safety procedures.
Doctor, nurse, or pharmacy	Health questions, medical care, prescriptions, and refills.
Housing contact	Approved repair, access, landlord, or housing procedure.
911 / 988 / 211	Immediate emergency / crisis support / community-resource navigation in the U.S.

A safe and trusted contact...

- | | |
|---|---|
| ☐ Respects boundaries and privacy | ☐ Listens and communicates in a usable way |
| ☐ Does not ask the person to keep unsafe secrets | ☐ Understands what help they agreed to provide |
| ☐ Can be reached in the way shown on the card | ☐ Has a backup when unavailable |

BUILD THE NETWORK

Contact and backup map

Complete only the roles the person needs. Confirm phone numbers directly. Do not list someone as an emergency or backup contact without appropriate agreement.

Person or service	Relationship / role	Phone	When to contact
Person or service	Relationship / role	Phone	When to contact
Person or service	Relationship / role	Phone	When to contact
Person or service	Relationship / role	Phone	When to contact
Person or service	Relationship / role	Phone	When to contact
Person or service	Relationship / role	Phone	When to contact

Primary contact	Backup if primary cannot be reached
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Safe place or meeting place

Confirmation

I checked the phone numbers and, when appropriate, confirmed that these people agree to be contacts.

CHILD & TEEN PATH

Who helps me?

Use this page to help a child or teen recognize trusted adults and practice what each person can help with. Follow guardian, school, agency, and safety requirements.

Parent or guardian	Phone	When I call
Safe adult 1	Phone	How I know this person
Safe adult 2	Phone	How I know this person
School contact	Phone	When I ask them for help
Case manager / counselor	Phone	What they help with

My safety rule

I do not have to keep a secret about being hurt, threatened, touched in an unsafe way, or made to feel unsafe. I can tell another safe adult if the first person does not help.

Words, pictures, icons, or communication tools that help this child or teen ask for help

ADULT PATH

My contact system

Separate immediate emergency contacts from supports for health, housing, transportation, crisis, and daily concerns. This makes the card easier to use when stress is high.

Emergency contact	Phone	When to use
Backup contact	Phone	When to use
Medical / pharmacy	Phone	What they handle
Housing contact	Phone	What they handle
Transportation backup	Phone	How to arrange
Case manager / support	Phone	Role and availability

Important communication, mobility, sensory, or accessibility note

PRINTABLE CARD

Emergency Contacts & Safety Card

After completing the interactive builder, print its personalized card. This blank version can be used during teaching, as a temporary draft, or when technology is unavailable.

MY EMERGENCY CONTACTS		
My name		Keep this card in
Primary contact	Phone	Call for
Backup contact	Phone	Call for
Safe place / meeting place		
CALL 911 Immediate danger, fire, serious injury, trouble breathing, or someone will not wake up.	CALL THE RIGHT SUPPORT I need help, feel unsafe, am lost, or cannot handle this alone.	USE MY PLAN I am safe and can use coping, problem-solving, or a planned contact.

United States support numbers

911 - immediate emergency | 988 - Suicide & Crisis Lifeline (call or text) | 211 - community-resource navigation in many areas

Date numbers were checked: _____ Next review date: _____

SKILL PRACTICE

Practice without creating fear

Practice during calm moments. Keep scenarios short, realistic, and appropriate for the person's age, communication, cognitive, sensory, cultural, and trauma-related needs.

1. Point and identify

Ask the person to locate 911, the primary contact, the backup contact, and the safe place on the card.

2. Choose the response

Describe one situation and ask: "Is anyone hurt or unsafe right now?" Then choose 911, the right support, or a planned coping/problem-solving step.

3. Practice the call

Role-play stating the person's name, location, what happened, whether anyone is hurt, and what help is needed.

4. Practice a backup

Pretend the primary contact does not answer. Practice the next safe step.

5. Reflect

Ask what felt easy, confusing, scary, or hard to remember. Adjust the card or teaching method.

Practice record

Situation practiced	Response chosen	What helped	What to practice next
Situation practiced	Response chosen	What helped	What to practice next

Preferred teaching supports

- | | |
|---|---|
| ☐ Plain-language words | ☐ Pictures or icons |
| ☐ Written steps | ☐ Demonstration |
| ☐ Role-play | ☐ Repetition |
| ☐ AAC or communication support | ☐ Interpreter or language access |

FOLLOW-THROUGH

Review, update, and keep it usable

A safety card is not complete just because it is printed. The person must be able to find it, understand it, and use it with the least support necessary.

Card quality check

- ☐ The person helped choose the contacts
- ☐ Every number was checked
- ☐ Contacts agreed when appropriate
- ☐ A backup is included
- ☐ The person knows where the card is kept
- ☐ The wording matches the person’s understanding
- ☐ Communication and accessibility needs are addressed
- ☐ The card does not contain unnecessary private information
- ☐ The person practiced at least one emergency and one non-emergency example
- ☐ The next review date is recorded

What the person can do independently	What still needs teaching or support

What will be practiced	Who will help	Practice date	Review date

Update the card when...

A phone number changes; a relationship changes; a contact is no longer safe, willing, or available; housing, school, work, health, transportation, or services change; or practice shows that the card is confusing or incomplete.

SAFE USE & ROLE BOUNDARIES

Protect safety, dignity, and choice

This guide can support education, communication, and planning. It should be used with the person whenever possible and within applicable guardian, school, agency, professional, and legal requirements.

Immediate danger

Do not delay emergency action to complete a worksheet. Use 911, emergency services, crisis procedures, protective-service procedures, mandated-reporting requirements, and organizational protocols when they apply.

Mental-health crisis

In the United States, call or text 988 for the Suicide & Crisis Lifeline. Call 911 when there is immediate danger. Follow the person's approved crisis or safety plan when one exists.

Children and teens

Follow guardian and school requirements. Teach that unsafe secrets should be told to another safe adult. Do not promise confidentiality when safety or reporting duties require action.

Adults and supported decision-making

Preserve the person's choices and privacy. Do not use the card to take control, pressure the person, or share information without consent unless an emergency or legal duty requires action.

Professional roles

A case manager, DSP, teacher, counselor, or other worker should not be listed for support outside their role, approved contact method, or availability. Use agency-approved numbers and procedures.

Final reminder

The goal is not memorizing every phone number. The goal is helping the person recognize danger, identify the right source of help, communicate what is happening, use a backup when needed, and rely on a plan they understand.