

Sensory Friendly Science: Designing Opportunities to Engage Toddlers to Young Adults with Autism Spectrum Disorders

Sunday, October 22, 2017
3:00-4:15pm



Sensory-Friendly Science: Designing Opportunities to Engage Toddlers to Young Adults with Autism Spectrum Disorders

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Introduction

What is autism?

“When you meet one person with autism, you meet one person with autism”

The Social Model of Disability

Disability is a result of the ways that society is structured, rather than an individual's differences or impairments.

Plan of Session

Sensory Friendly Day

Children's Museum of Houston

Early Morning Openings

Intrepid Sea, Air & Space Museum

Social Stories Spectrum Project

San Diego Natural History Museum

Q&A

SENSORY FRIENDLY DAY

CHILDREN'S MUSEUM OF

HOUSTON



- Auditory, tactile and visual stimuli adapted to alleviate stressful situations - music turned down, lights dimmed and announcements not given.
- Exhibits modification - sticky substances removes, hard balls replaced with rubber balls and certain exhibits remain turned off.
- Signs changed to focus on symbology and positive reinforcement language - do this as opposed to don't do this.



External Organizations

- Faithful Paws - Therapy dogs and even a therapy cat!
- Harrison Music Therapy - Sensory friendly music presented in groups or 1 on 1 sessions
- Success on the Spectrum - Social thinking, storytimes, self-awareness, listening with your whole body, interactions and visual learning.
- Houston Ballet - Physical movement.
- We Rock the Spectrum - Focus on tactile interactions with an emphasis on hand/eye coordination.



Faithful Paws



Harrison Music Therapy



Harrison Music Therapy



Success on the Spectrum



Success on the Spectrum



Success on the Spectrum



Houston Ballet



We Rock the Spectrum



Patron Feedback

- Safe and accepting environment
- Appreciate smaller crowds
- Rules are relaxed
- Great opportunity to network
- Appreciate the advice of specialists
- Legal counseling provided



Sensory Friendly Programming

at the Intrepid Sea, Air & Space Museum



Sara Lowenburg

Museum Educator for Access Programs

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@slowenburg



Early Morning Openings for Children (ages 3-17) with Autism and their Families

Early Morning Openings

For children with autism and their families (ages 3–18)

The Museum opens its doors one hour early for children with autism and their families. Educators lead short, interactive tours designed for the whole family as well as drop-in art activities and structured play opportunities.

These programs are free; but registration is required. Please fill out the online registration form at intrepidmuseum.org/access. For more information, please contact access@intrepidmuseum.org or call 646-381-5158.

Our Solar System and Beyond

Saturday, November 18, 9:00am-11:00am

Discover *Intrepid*'s connection to space exploration. Families will visit the space shuttle *Enterprise* and learn how the shuttles helped us to explore our solar system and universe!

Access programs at the *Intrepid* Museum are generously supported by the Rose M. Badonino Remondini Charitable Trust, Becker Winetka Foundation, J.E. and Z.B. Butler Foundation, Steven A. and ANNE S. M. Cahan Foundation, F.A.R. Fund, American Mutual Foundation, May and Samuel Rudin Family Trust, and Insight Early and AVI C. Warner Fund. These programs are supported in part by public funds from the New York City Department of Cultural Affairs, in partnership with the New York City Council.



INSPIRING INNOVATION
intrepidmuseum.org



INTREPID 
SEA, AIR & SPACE MUSEUM COMPLEX

Exploring the Museum



Activities in the Exploreum



Meeting the Experts



Supports

We are going to the Intrepid Sea, Air & Space Museum. The Museum is an aircraft carrier that floats in the Hudson River.



INTREPID SEA, AIR & SPACE MUSEUM COMPLEX

Visual Vocabulary
Airplanes & Helicopters

Propeller Airplane	Jet Airplane	Helicopter
Pilot	Aircraft Carrier <i>Intrepid</i>	Control Surfaces
Take Off	Flight Deck	Landing

Welcome to the Intrepid Sea, Air & Space Museum! We have a special day planned for you!

Program Begins Program Ends

First: Decorate your aviator goggles and practice flying! 

Then: Take a tour of the Museum to learn about airplanes and helicopters. 

Last: Exploreum Activities 

If You Need:

- Break:** Ask an educator to direct you to a quiet space.
- A Snack:** The Mess Deck is accessible down Staircase F (across from blue helicopter on Hangar Deck) or via the internal elevator.
- Bathroom:** Family and accessible bathrooms are located just past the simulator rides in the Exploreum.

Anything else, please ask an Educator. We're here, and happy to help you!



Quiet Room



Educator Bags

Growing Programming Opportunities



Increasing Museum-wide Access

- Collaborating with Public Programs and Group Sales
- Increasing staff training
- Internships
- Online resources

HANGAR DECK SENSORY GUIDE						
PHOTO	AREA	HIGHLIGHTS	SOUND LEVEL	TOUCH	SNACK BREAK	WHEELCHAIR ACCESSIBLE
	Hangar 1 + Hangar 2	Lutnick Theater Airplanes and helicopters Special exhibits Replica of Mercury space capsule Crew artifacts	MEDIUM			
	Kamikaze Experience [film]	15-minute film with flashing lights and fake smoke (every hour on the :30)	LOUD			
	Explorium	Hands-on interactive exhibits about life at sea, aviation and space Simulator rides (\$)	MEDIUM			
	Fantail	View of the Hudson River and the Concorde	QUIET			

Sensory Guide

Key Partners

- Autism Advisory Council
 - Comprised of parents of children with ASD and self-advocates with autism
 - Meets quarterly
 - Provides crucial feedback, ideas, potential partners, and support for change within the institution
 - Councilmembers receive a family membership in exchange for attending three meetings and at least one program
- Colleagues across the Museum
 - Security, Operations, Museum Services, Educators, Development
- Community Organizations





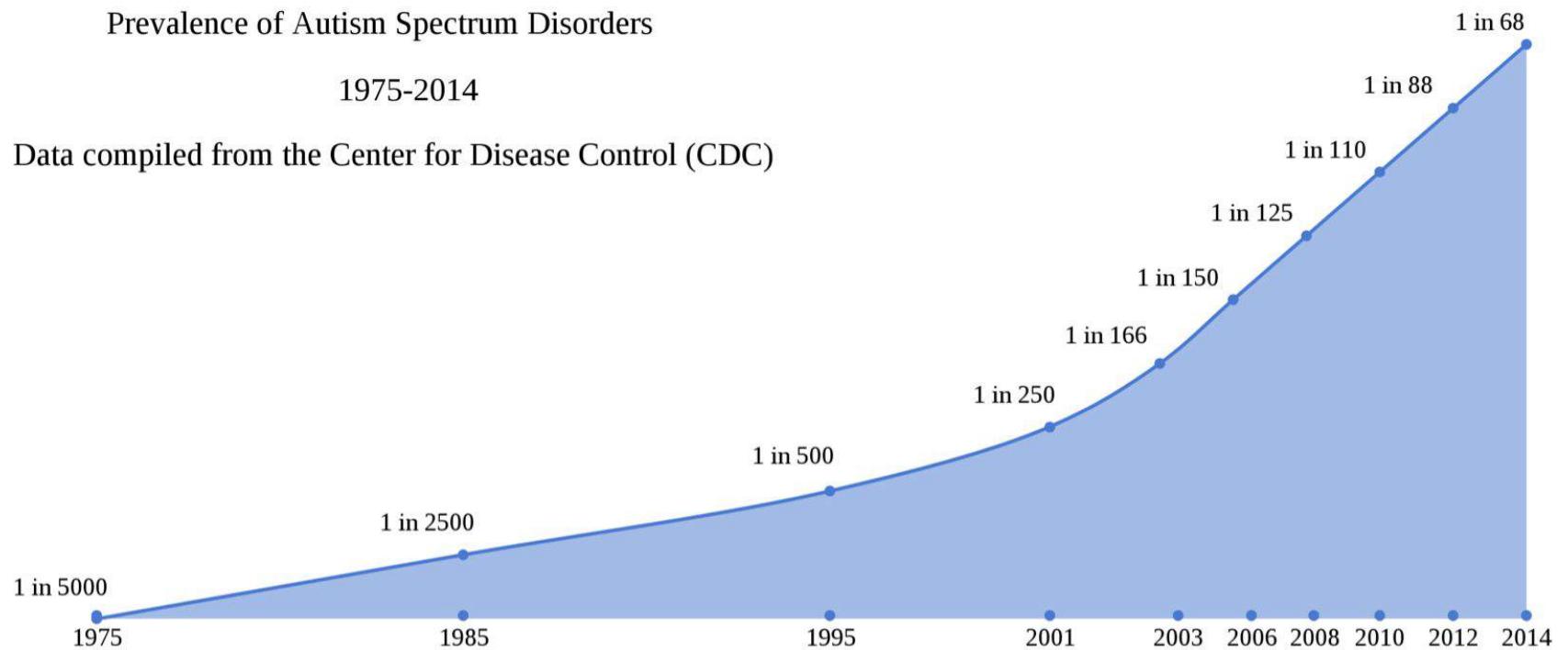
Social Stories

SPECTRUM PROJECT

Generously funded by:



Why engage young adults with autism?



Two Sets of Goals for the Project

Learning Objective for SPECTRUM Participants

- To feel and know they are contributing to society and are valued.
- To build social skills and communication skills with their peers and with museum professionals.
- To build confidence and self-esteem.

Learning Objective for Museums

- Museum staff will gain awareness and knowledge of adults with ASD.
- Staff will learn to successfully engage young adults with ASD.
- To increase sensitivity towards the needs of adults with ASD.

Project Team

Advisors

Dr. Bonnie Kraemer

Associate Professor, Dept. of Special Education, San Diego State University

Christine Reich, Ph.D.

Director of Exhibit Development and Conservation, Museum Science, Boston

Beth Ziebarth

Director, Accessibility Program, Smithsonian Institution

Johnny Grant

Director of Development & Community Outreach, Include Autism

Participating Museums in Balboa Park

Fleet Science Center

Museum of Photographic Arts

San Diego Museum of Art

Museum of Man

San Diego History Center

Japanese Friendship Garden

San Diego Natural History Museum

Museum Project Team

Beth Redmpnd-Jones

Vice President of Engagement and Education

Erica Kelly

Senior Exhibit Developer

Robert Rutherford

Adult Engagement Manager

Bradley Tsalyuk

Project Manager

Bobbi Hanna

Certified Occupational Theraphist, Autism













Group Expectations

Respect each other's differences.
Everyone's voices should be heard.

Respect someone else's perspective.

Honest and ~~polite~~ polite.

TAKE A BREAK WHEN YOU NEED IT.

HAVE FUN!!

LET THE NAT STAFF IF LEAVING ROOM.

BE A GOOD LISTENER - ACTIVE LISTENING.

FEEL FREE TO ASK A QUESTION,
REPEAT SOMETHING OR SAY
IT IN A DIFFERENT WAY

→ EYE CONTACT
TORN BODY TOWARDS
PERSON WHO IS TALKING

PHONE OK FOR PROJECT WORK OR FOR COPING
ADVOCATE FOR YOURSELF!

CONTACT NAT STAFF IF CAN'T COME OR LATE.

STRESS RELIEVER
(FIDGETS, HEADPHONES ECT - 2 THUMBS UP!
OR MANIPULATIVE)

5	OVERWHELMED PANIC ATTACK CONFUSION LOSS OF VERBAL ABILITIES	<u>FEELINGS</u> CAN'T PROCESS THOUGHTS "SHUT DOWN"
4		
3	FRUSTRATED IRRITATED NERVOUS ANXIOUS	
2		
1	HAPPY CALM EXCITED	RELAXED CONTENT

Ice Breakers

- Favorite food
- Favorite costume you've worn or seen
- Biggest fear
- Sound you hate
- If you could meet anyone, dead or alive, who would it be
- If you could go anywhere in the world, where would you go
- Favorite movie
- Favorite musician or band





BEFORE THE VISIT

WEBSITE - LOOK FOR RULES
- EXHIBITS

GET \$ / PASS READY

MAKE SURE YOU HAVE PHONE/WALLET

MAP / ROUTE

PARKING

OPENING HOURS

CAFE HOURS

ARRIVING AT THE MUSEUM

BUY A TICKET \$\$

SHOW YOUR ID/EXPLORER PASS

INTERACT WITH PERSON AT DESK

WAIT IN LINE

MIGHT BE SECURITY

EXPLAIN ABOUT SERVICE DOG

RESTROOMS ? WHERE ?

LOOK AT MAP

CHECK BAG

RULES: PHOTOGRAPHY ?

MOVING AROUND THE MUSEUM

CROWDS - SCHOOL GROUPS!

NOISES

LIGHT

BIG THINGS!

DOLENTS
VOLUNTEERS

MOVING THINGS!

FOOD &
WATER

NOT MOVING - ART

GIFT SHOP

RESTROOMS

CLASSES / PROGRAMS

MOVIES

PLACES TO SIT

QUIET SPACES 

LOUD SPACES

TEXTURES - ANY SENSORY ISSUES

LEAVING THE MUSEUM

GIFT SHOP

FIND EXITS

RESTROOMS

GET YOUR BAG / HAVE YOUR STUFF

FIND YOUR CAR / BUS



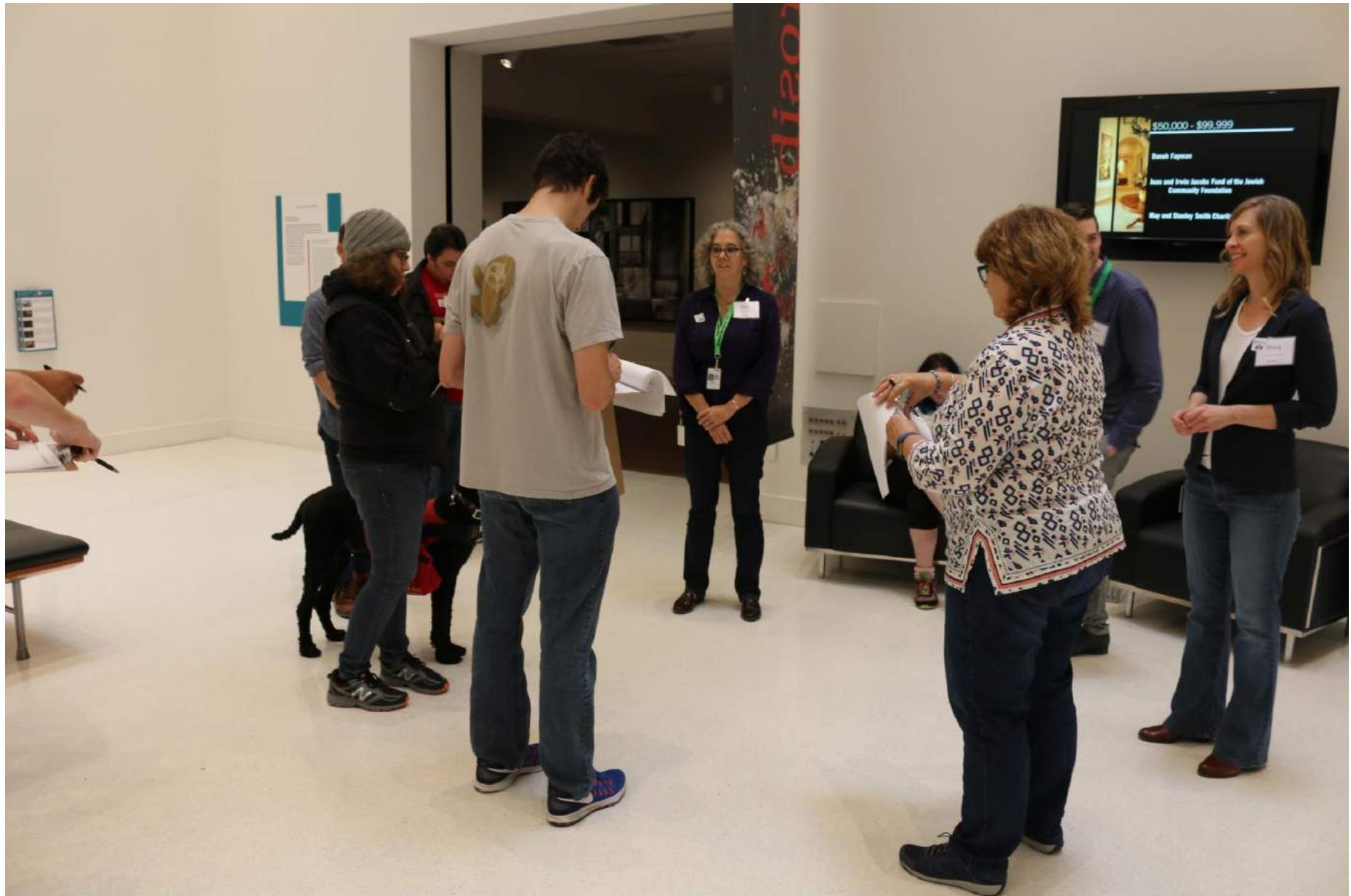


















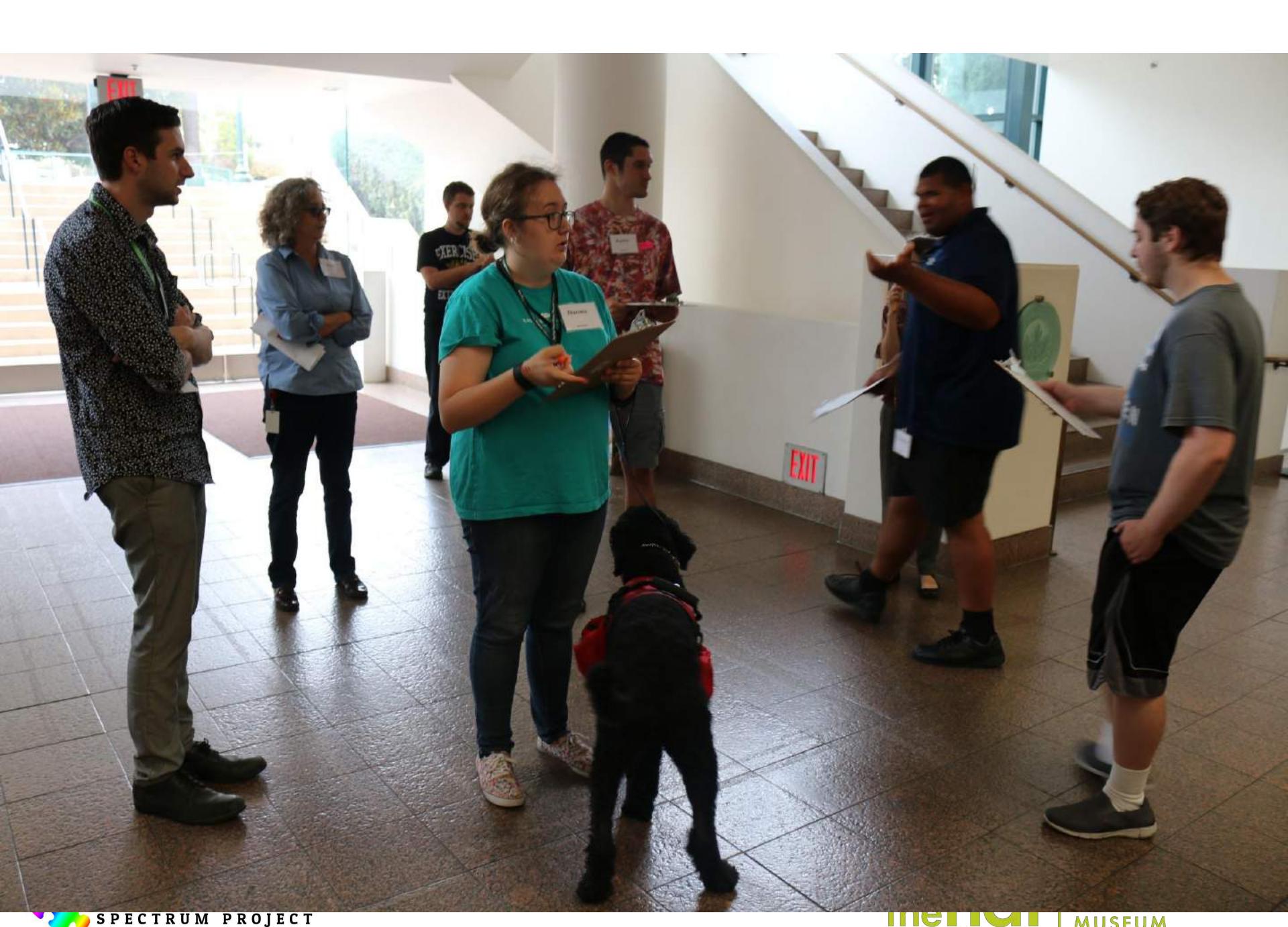




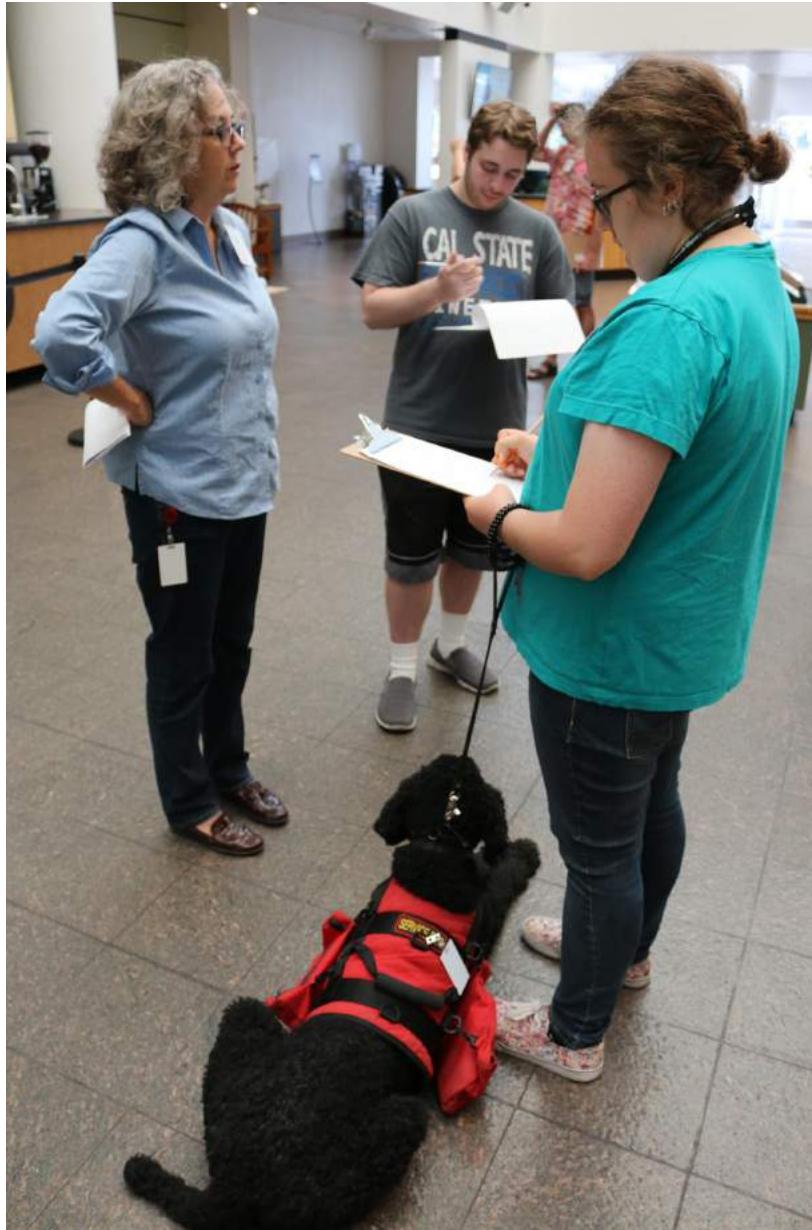












THIS DOOR TO
REMAIN CLOSED AT
ALL TIMES BY ORDER
OF THE FIRE MARSHAL





Status of Social Stories

Completed:

- Fleet Science Center
- Museum of Photographic Arts

Currently Being Designed:

- Museum of Man
- San Diego Museum of Art
- San Diego History Center

In Development:

- Japanese Friendship Garden
- San Diego Natural History Museum



Things we were prepared for:

- Need for structure, but sometimes we didn't provide enough
- Having fidgets, drawing paper, pencils
- Making sure we had snack time
- Social awkwardness of the young adults with each other and with us
- Working with unique, interested, and committed young adults
- What we thought we would do in case of a “meltdown”
- Had an occupational therapist who could help the Museum team with “autism” challenges that we might not be prepared for

Things we weren't prepared for:

- Medication issues
- Some having mental health issues (anxiety, depression, bipolar) in addition to autism that would sometime play out during a meetup
- Sensory challenges with more than half the young adults
- Need for engine changers, exercise balls, and rocking chairs
- Some participants having verbal tics, which in turn would trigger/set off other participants
- Young adults cueing each other on social skills or manners
- Becoming so attached to these young adults, and they to us

What the young adults want you to know:

- “Because we are on the Spectrum, it doesn’t mean we don’t understand.”
- “Treat me like a regular human being. Don’t use a ‘Special Ed’ voice. We have a challenge, not a disability.”
- “We can do a lot for ourselves, but we may have trouble advocating for ourselves.”
- “Everyone views the world from different perspectives. We do too, but it doesn’t mean it’s wrong.”
- “Socially challenged doesn’t mean we are mentally challenged.”
- “We want our voices to be heard. This program does that.”



Social Stories

S P E C T R U M P R O J E C T

<http://www.sdnat.org/socialstories>

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Questions?

