



LEND CAPSTONE/MICHELLE RANDALL OTS,
LEND FELLOW

'Tell you, what I am about to tell you'

- Problem Framing
- Research
- Product & Demonstration
- Dissemination
- Final thoughts
- Questions

LEND Competencies

Competency 1:

Family-
Centered/Culturally
Competent Practice

Competency 4:

Leadership

Competency 5:

Research and Critical
Thinking

'tell you'

The Problem



© Alamy

- Personal Story
- Why this is important

What is it about airports and airplanes? (think about people with autism)



Social Stories

- ❖ What is a social story?
- ❖ How do we use social stories?
- ❖ Do they work?

Going to the



Grocery Store



Today, we are going to the grocery store. First, we will get into our car and drive to the store.



When we get there we will get a grocery cart or basket to fill with food.

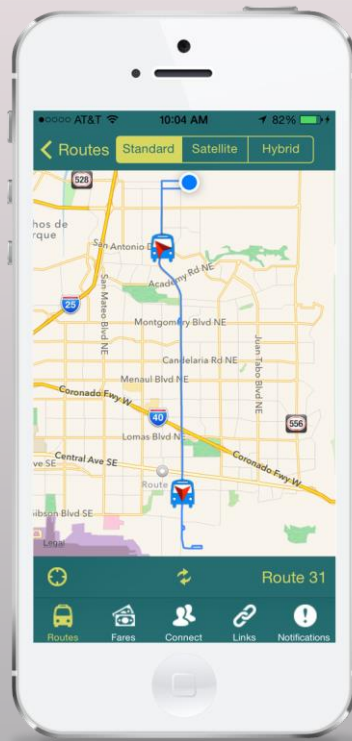
We All

Use

Visuals



Visuals Support Us



LEND Weekly Schedule

Last Week:

- Grant Writing
- CMS Final Rule
- Siblings & Sibling Panel

March 29, 2019

Times	Seminar	Competencies/Objectives
8:30-8:45	Family Directed Activity: Overview Phyllis Shingle	Knowledge, Skills & Attitudes
8:45-9:30	Family Directed Activity: Plan interview	Family-Centered/Culturally Competent Practice
9:30-9:45	Break	Leadership
9:45-11:00	Family Directed Activity: Interview family	Interdisciplinary Practice
11:00-11:30	Family Directed Activity: Develop a plan, finalize assignments	
11:30-12:15	Lunch	
12:15-1:10	Journal Club Sandy Heimerl, Tony Cahill & Joanna Cosbey	Research & Critical Thinking
1:10-2:00	<i>Drive to Kim Jew and make yourselves beautiful!</i>	
2:00	<i>Kim Jew Photography</i> 1716 Eubank Blvd., NE	

Next Week:

- Family Health Bureau Visit Santa Fe
 - Bring a sack lunch with you to Santa Fe.
 - If driving self, arrive no later than 9:30 am at 2040 S. Pacheco St., Santa Fe, NM 87505
 - If driving in vans, arrive at the CDD by 8:15 am.
 - Review www.mchb.hrsa.gov to learn about Title V and MCHB

Challenges with Visuals & Social Stories

- Have to be able to change over time
- Used in different settings
- Take time and resources
- Need to be individualized
- Trial & error with finding the right system

(Hayes et al., 2010)

No IRB Needed

Flying with Style

- Downloadable resource/guide
 - Social story
 - Visuals
 - Waiting game ideas
 - Airport sensory rooms
 - TSA recommendations/alternatives

Purpose: to be personalized

Demonstration

1st Social Story →

Story #1 designed to be for children traveling with family/caregiver. (If child is 12 or under they do not have to take off their shoes for the TSA process)

WHAT TO EXPECT:

Airport



Tomorrow I am going to the airport.
There's going to be a lot of people and a lot of noises.




Many people ride in airplanes.
Before they ride, usually they have to wait in line.
I will have to wait in line at the airport.
If I have to wait I can play a waiting game.

2nd Visuals →

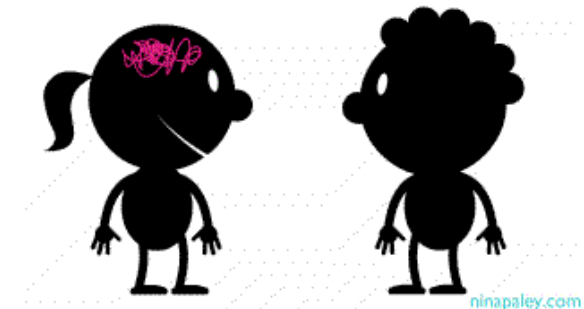
Visual Schedules

First Then Schedule
These are two examples of first then schedules. You should only use one version of these. This was to show you on a white background, and one on a grey background. You can consider color contrast when making the schedules.



- First security then iPad time
- First bathroom then eat

3rd The rest →



Dissemination

- At least 2 families
 - Get feedback

- NMOTA
 - Fall conference (speaker with fellow LEND trainee on supports for people with autism)



Final Thoughts



- Many more resources out there
- Establish program here in NM
- This is not for everyone
- Formatting is hard, and I should have received feedback

'tell you what I
told you'

- ❖ Why
- ❖ Research on what helps people with autism
- ❖ Flying with Style
- ❖ Dissemination
- ❖ Final thoughts
- ❖ Thank you!

References

- Gray, C. (2010). *The New social storybook: Over 150 social stories that teach everyday social skills to children with autism or Aspergers syndrome, and their peers*. Arlington, TX: Future Horizons
- Qi, C. H., Barton, E. E., Collier, M., Lin, Y.-L., & Montoya, C. (2018). A Systematic Review of Effects of Social Stories Interventions for Individuals With Autism Spectrum Disorder. *Focus on Autism and Other Developmental Disabilities*, 33(1), 25–34. <https://doi.org/10.1177/1088357615613516>
- Sam, A., & AFIRM Team. (2015). *Visual supports*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/visual-supports>
- Savner, J. L., & Myles, B. S. (2000). *Making visual supports work in the home and community: Strategies for individuals with autism and Asperger syndrome*. Shawnee, Kan.: AAPC Publishing.
- Ventimiglia, Alana, "The Effects of Social Stories on the Social Interaction and Behavior of Students with Autism Spectrum Disorders" (2007). Education Masters. Paper 271.

Questions?

