Libraries, Assistive Technology and Autism

Tekla Slider, Wyoming State Library

Terri Wofford, Wyoming Assistive Technology Resources

Ryan Rausch, Wyoming Assistive Technology Resources

Presenter Information

Tekla Slider, M.Ed., MLIS

- *Federal Documents Librarian*

Terri Wofford, MS, CCC-SLP

- *Speech Language Pathologist*

Ryan Rausch, MOT, OTR/L, ATP

- *Occupational Therapist and Assistive Technology Professional*

Learning Objectives

1. Identify and be able to implement 3 strategies for working with individuals with autism in the library environment

2. Identify 2 resources for your library

3. Identify 2 assistive technologies that can help an individual who has autism

Autism Spectrum Disorder

Developmental disability that can cause significant social, communication and behavioral challenges (CDC, 2018)

Several Conditions

- Autism disorder
- Asperger's syndrome
- Pervasive developmental
  disorder not otherwise specified

Who is affected?

- Occurs in all racial, ethnic, and socioeconomic groups

- 4 times more common among boys than among girls

- More people than ever before are being diagnosed with ASD

- 1 in 59 aged 8-year-old children nationally (Prevalence of Autism Spectrum Disorder…, 2014)

- Occurs in adults

Characteristics and Behaviors

- Repetitive patterns of thought and behavior

- Difficulties in social interaction and communication

- Difficulties with change in daily routines

Unique Abilities

o Strong Visual Skills

o Ability to understand/retain concrete concepts, rules, sequences

o Good memory of details/rote facts

o Good long term memory

o Interest in Computer & Technology skills

o Musical / Artistic / Mathematical interests

o Intense concentration/ focus on preferred activities

o May read at an early age (but not necessarily comprehend)

Strategies-prior to library visit

Seek ways to build a relationship with the patron prior to the visit.

Consider completing an "About Me" Profile with care giver.

o Determine how the individual communicates

o Preferred interests/topics/favorite color

o Fears

o Techniques used to calm (counting/reciting phrase/deep pressure)

o Known triggers- lighting/noise/others in their space

o Rewards/reinforcements used- Motivators

Communication Strategies
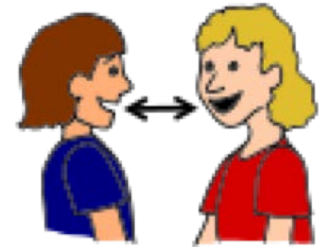
Communication skills vary.

- Nonverbal
- Delayed language skills
- Echolalia (repeating words/phrases/movie lines)
- Some with slight delays in language may have very large vocabularies especially around areas of interest.
- Many have difficulty sustaining a conversation
- Difficulty understanding body language, tone of voice, or phrases (sarcasm)
- Body language, facial expressions, movements, gestures may not match what they are saying.
- Honest with their thoughts…..may appear rude.

Communication Strategies

Receptive Language = understanding

o Get the individuals attention- Call them by name

o Avoid complex verbal directions- Keep instructions short

o Talk in a natural manner. Not too fast, not too slow, not too loud.

o Provide wait time for responses.

o Minimize the use of "don't" or "stop". Use positive directives. For example, instead of saying "Don't run" say "Please walk".

o Use visuals with verbal information- pictures, schedules, gestures, written directions/rules.

Communication Strategies

Expressive Language = how the individual communicates

Use visual supports to prompt language or give choices.

- Use scripts related to the activity ("ready to check out")

- Use a picture communication board, Picture Exchange Communication System (PECS), sign language, or the communication app used by individual to provide options for communication.

- If the individual has a communication device/app, find out the name of the device/app. Contact WATR for a loan or training.

- Provide models of use, label emotions, communicative intent

- Use free software downloads to produce picture supports.
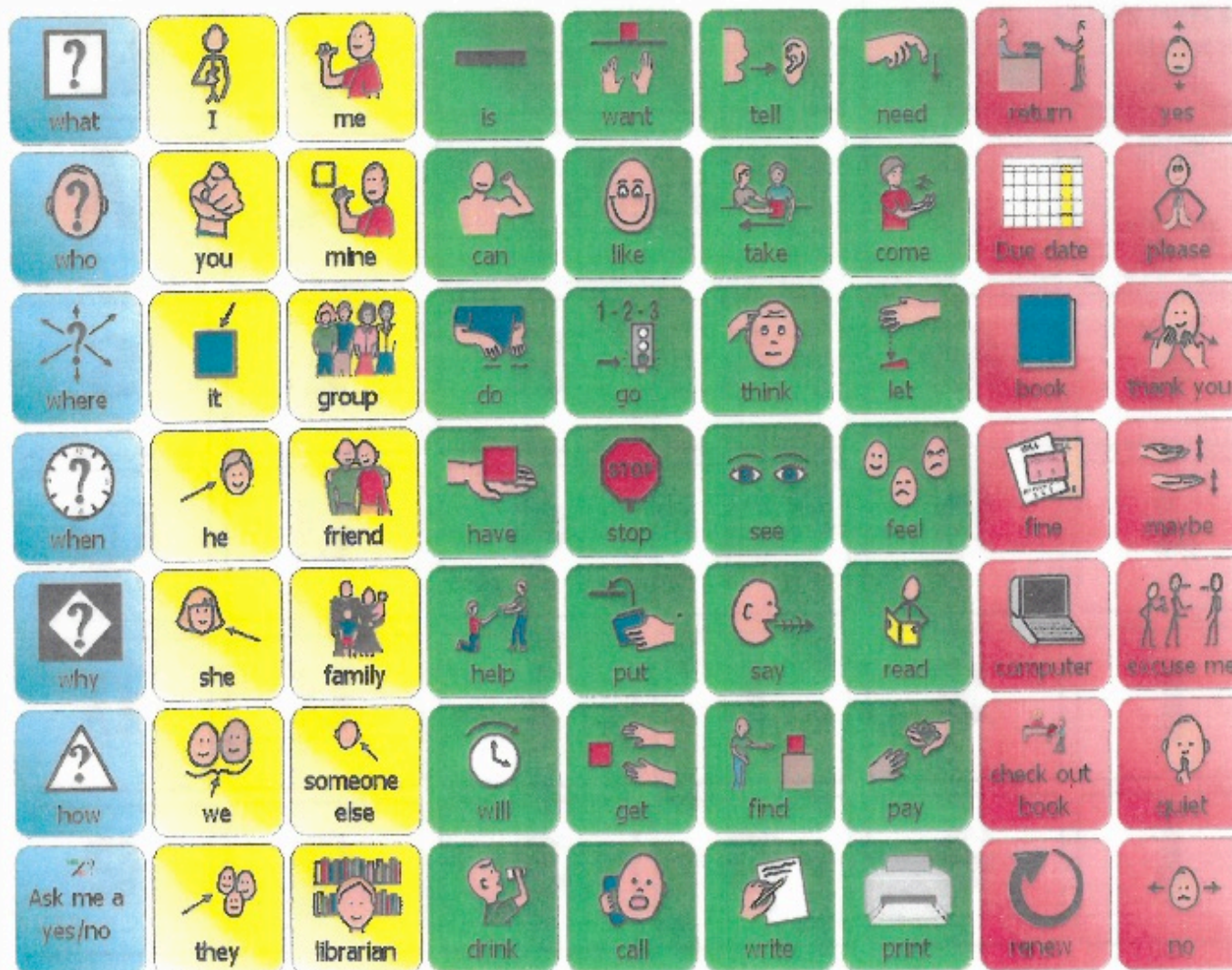
This communication board is available to assist library patrons with communication. This two-sided document provides picture/word combinations on one side and an alphabet spelling board on the other side.

For assistance with developing communication boards or to try different types of communication devices including communication apps and speech generating devices, please contact

WATR
Wyoming Assistive Technology Resources

Phone: (307) 766-6187 or
Toll Free: 1-(888)-989-9463
Email: watr@uwyo.edu
Web: www.uwyo.edu/wind/watr

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	x	space		. back	
I'll spell it	guess	wait a minute		I need help	Not what I meant

Strategies prior to visit

o Know the location of preferred interest materials- can help guide individual to the area during the visit

o Know location of autism materials and resources (caregivers and professionals)

o Consider using volunteers as mentors who can provide more one to one assistance during the visit (seniors/peers).

o Try to increase comfort level prior to visit

o Personal tour on a day/time when library is generally not as busy

Social Narratives and Virtual Tours

o tool used to introduce someone to unfamiliar or complex situations

o contains simple, descriptive sentences and realistic images

o may reduce stress and anxiety for a person with ASD

o helps people navigate and better understand the world around them

o can be modified for specific situations and locations

o templates and pre-made narratives available

Strategies prior to visit (Cont.)

Visual Cues, Routine and Predictability

Social Narratives

➢ Create one for your library using templates

➢ Provide to caregivers prior to coming to your library

➢ Accessible on website

Virtual Tours/Video Model

➢ From perspective of library user

➢ Project for volunteers or the Teen Advisory Board

Instructions

leave this page out of your final book.

This is the Social Story book template for your 'This is My Library' book.

We've provided a front and back cover, a "purpose of this book" page (which could also be left out of your book) and 7 sample pages for you to work with.

This book can be used as a Social Story introduction to a visit to your library. There are many other potential applications for this book for library users of all ages, i.e. to deliver rules or polices regarding story times, computer use and so on.

Pages can be added or subtracted, and easily customized for your library and your specific purposes with text, pictures, logos, etc. The book can be printed and/or posted on your website.

This is My Library
Public Library

This is my Library.

This is my library, **Public Library**. We come to the library to access information and services. There are books I can read, information I can research, and programs and services in which I can participate.

This is the reference librarian at my library.
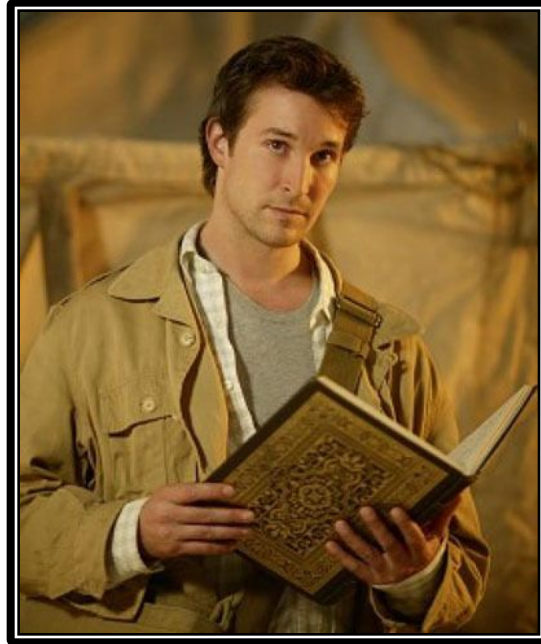
My reference librarian plans library programs, develops the library collection of books and equipment, and manages the library staff. The librarian is able to teach the community how to access, evaluate and use information resources through my library. He can help if I have problems at the library.

These are the times I can use my library.

Monday	9 AM to 6 PM
Tuesday	9 AM to 6 PM
Wednesday	1 PM to 8 PM
Thursday	9 AM to 6 PM
Friday	9 AM to 6 PM
Saturday	9 AM to 1 PM
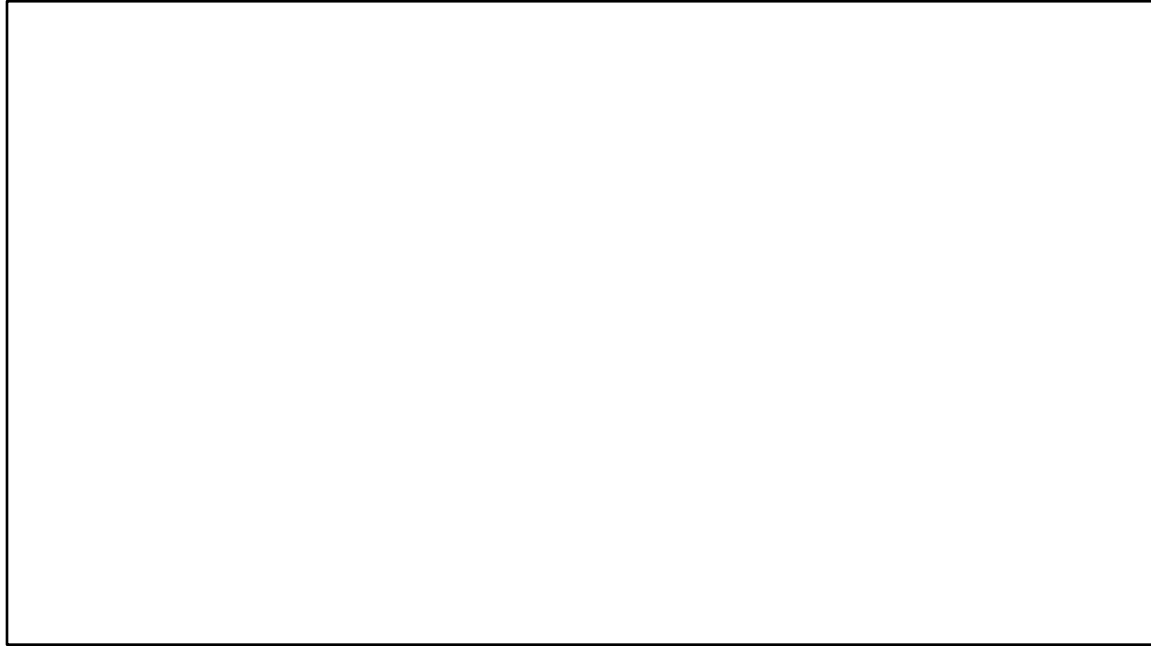
There are specific days and times I can use my library. The library may be closed on certain holidays. The library staff can provide me with a library schedule or I can look on the library's website for these special dates.

This is a library card.

Having a library card at my library lets me check out things like books, magazines, movies, and music. It also lets me use the computers. There are rules about getting and using a library card. A librarian can provide me with more information about getting and using my library card.

My library has rules.
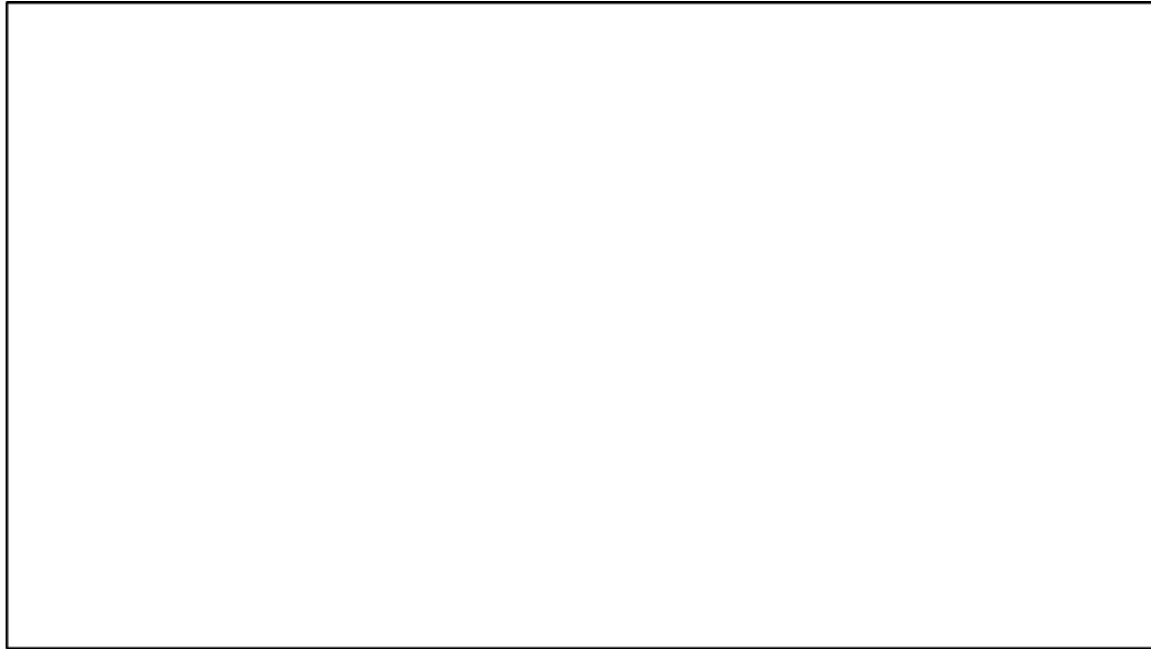
I must respect other people in the library.

Environmental Strategies

- Clear delineation

- Plenty of visual cues

- Reduce clutter

- Appeal to the senses
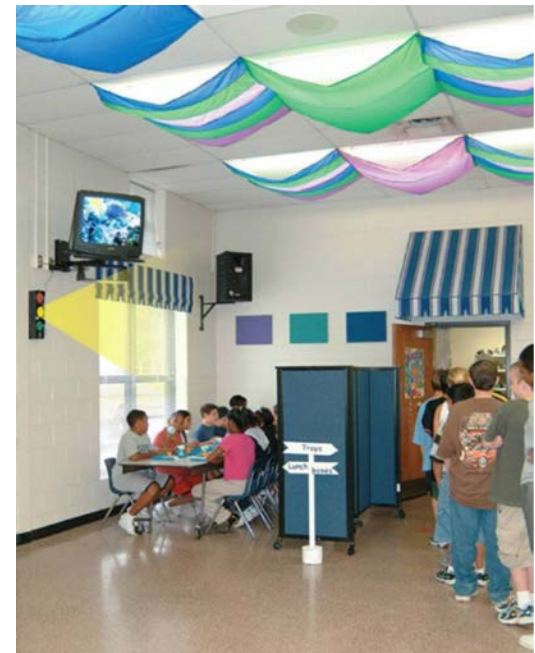
Sensory

Sound, smell, taste, look, or feel

Strategies
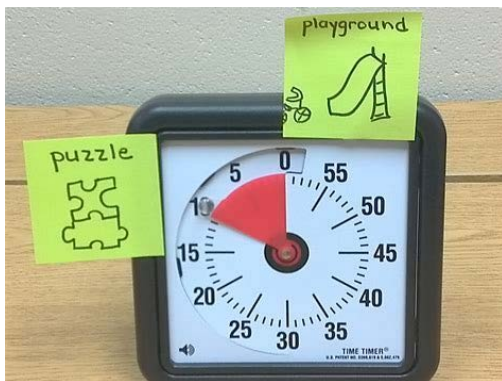
- Lights

- Swings and trampolines
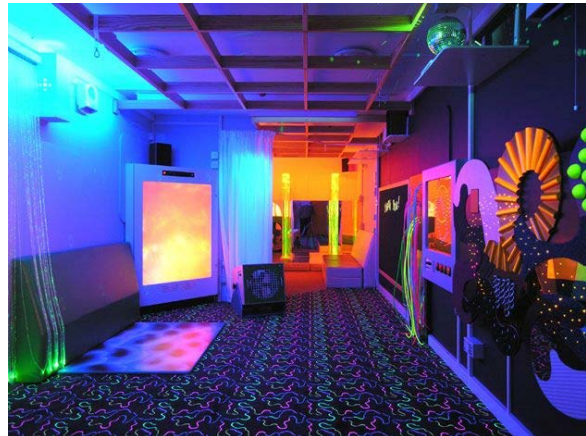
Sensory continued

- Weighted compression vest (WATR's loan program)

- Weighted animals (Senior groups looking to make/sew)

- Wobble chair (WATR's loan program)

Story Time/Program

- Seating
  - Do-it-yourself
  - Favorite color

- Schedule
  - Visual timer
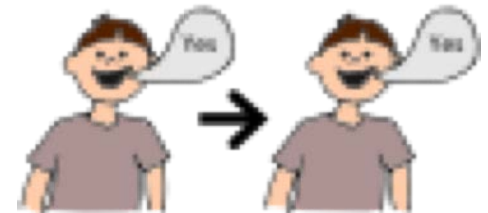 - Visual schedule

Behaviors to Ignore

Pacing

Rocking

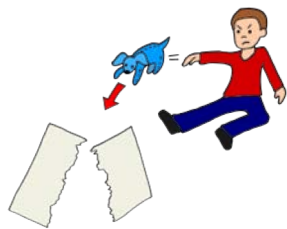Flapping hands

Humming/repetitive lines

Behaviors to Intervene

Destructive activities

Violent tantrums

Loud or inappropriate interactions with others

Inappropriate sexual behavior

Strategies during escalation

Don't be condescending or blame caregiver

Be aware of your own attitude (patience and non-judgmental)

Be an ambassador (Lead by example)

Calmly ask caregiver if they need help and show empathy

Sit quietly next to individual

Redirect attention-ask social questions (how are you? How's your day? What's the good word)

Offer to relocate other patrons

Library Resources

State Resources

Public Awareness — **Information & Assistance**

Device Demonstration

Device Loan

Device Acquisition

Reutilization & Financing

WATR
Wyoming Assistive Technology Resources

Contact Us
Email: watr@uwyo.edu
Phone: 307-766-6187

National Resources

http://www.librariesandautism.org/index.htm

LEARN Website

Go to website: https://www.uwyo.edu/wind/watr/library.html

1. PowerPoint

2. Autism Spectrum Disorder Resource Handout

3. View this video at a later date

Thanks!

Wyoming Governor's
Council on Developmental Disabilities

Questions?

Webinar Training Survey

Please complete the short training survey

Link will be posted in chat

By completing the survey, you help our mission

http://sgiz.mobi/s3/LEARN-WebinarTraining-Survey

For further information

Contact Us

Email: watr@uwyo.edu

Phone: 307-766-6187

References

Baio J, Wiggins L, Christensen DL, et al. Prevalence of Autism Spectrum Disorder Among Children Aged 8 Years — Autism and Developmental Disabilities Monitoring Network, 11 Sites, United States, 2014. MMWR Surveill Summ 2018;67(No. SS-6):1–23. DOI: http://dx.doi.org/10.15585/mmwr.ss6706a1

Centers for Disease Control and Prevention (CDC). (2018). What is Autism Spectrum Disorder? . Retrieved from https://www.cdc.gov/ncbddd/autism/facts.html

www.librariesandautism.org

www.autismspeaks.org