

**HOME IS WHERE THE SUPPORT ARE!**  
 YOUNG ADULTS AND ADULTS WITH AUTISM




By Mo Buti

**WHOM AM I????**

- I have been in the field of special education for over 29 years.
- I have been Special education teacher, the Director over Autism and Intellectual Disabilities for the Chicago Public Schools, Director of Program Development for Neumann Family Services.
- Currently I am an autism educational consultant, advocate and international presenter.

(www.AiepAutism.com)





**WHO ARE YOU???**

Special Education teachers?	General Education teacher?	Administrator?	Parents?
Paraprofessional, DSP, assistant, aide?	OT, speech, PT, social worker?	Psychologist?	Other???????

**LEARNING OBJECTIVES**


- The participant will be able to identify a minimum of 3 visuals to place in the home to support a person with autism be more independent
- The participant will be able to identify a minimum of 3 different modifications to the home that can be completed to support a person with autism to make the home more accessible in every way
- The participant will be able to identify a minimum of 3 ways to meet the sensory needs of a person with autism in the home environment
- Participants will be able to identify a minimum of 3 forms of technology to add to a home to make it more accessible.

**I, MO BUTI, HAVE NO FINANCIAL OR NON-FINANCIAL RELATIONSHIP DISCLOSURES.**





**AGENDA**

- Go over a case study (opening a group home for young adults with autism) – before lunch
- Go over other ways to support children or adults with autism living at home – after lunch
- Answer questions



**WHAT IS ASSISTIVE TECHNOLOGY?**

The Technology Related Assistance to Individuals with Disabilities Act of 1988 (Tech Act) first described an assistive technology *device* as "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities."

**AUTISM.....WHAT IS IT REALLY???**


- A developmental disability that significantly affects verbal and nonverbal *communication* and *social interaction*.
- Involves engagement in repetitive activities and stereotyped movements.
- Demonstrates resistance to environmental change or change in daily routines.
- Demonstrates unusual responses to sensory experiences.

**CASE STUDY**


**WHO, WHAT, WHERE, WHEN AND HOW.**

**NEUMANN FAMILY SERVICE**

▪The mission of Neumann Family Services is to help persons with a dual diagnosis of intellectual/developmental disability and mental illness progress towards the greatest degree of independence, self-sufficiency, and self-fulfillment that is possible.



**HOW WE STARTED.....**



- Team came up with possible candidates
  - Diagnoses of autism
  - Communicative intent
  - Sensory seeker
  - Required or desired a calm environment
- Brought candidates to home and asked them if they wanted to move to this new home
- A visual support was used so that they could communicate if they wanted to move to this home. We explained to the members how this house would be different


**THEY ALL SAID YES!!!!!!!!!!!!!!!!!!!!!!**

- All members made a choice of which bedroom they wanted
- All members made a choice out of 4 colors to paint an accent wall in their bedroom
- All members made a choice as to which wall would be painted





**EMPOWERING**

- Choices can be very empowering
- These were all adults, however this was probably the first time that some of them had been asked such an important life choice opinions
- Respond based on past experiences



**PREPARATIONS STARTED**



**SOCIAL STORIES...WHAT ARE THEY?**

- Evidenced based strategy for teaching specific social behaviors
- Written in first person
- Written in present tense
- Includes other people's perception
- Read or have someone read to them- at specific times of the day – multiple times
- Philosophy is that the person will "memorize" the information within the story and be able to apply it when in the specific situation.

**SOCIAL STORIES**


- Social stories were created for each member
  - ✓ Included pictures of current home
  - ✓ Included pictures of new home
  - ✓ Included pictures of new house mates
  - ✓ Includes dates of visits and date of move

**SCHEDULES/ CALENDARS**

- Important for people with autism
- Require structure and desire routine
- Making it visual helps (auditory information is fleeting and visual information stays there long enough to process)


**CALENDAR OF EVENTS FOR THE MEMBERS**

- Schedule of visits for members created
- Calendar of visits provided to members
- Time lines of various events placed in calendars (the visits, packing, dinner, shopping for the new household items, the move, unpacking, etc)



**HOME MODIFICATIONS STARTED**

- Sensory room
- Dimmers
- Tear away drapes – DIY fabric on blinds
- No hanging light fixtures
- Carpeted wall in sensory room
- Bathroom modifications



**MORE HOUSE MODIFICATIONS**

- Alarm system on doors to prevent eloping
- Tape on the floors in areas for pacing
- Visuals placed throughout the house (labeling for independence, steps in completing tasks, job charts, schedules, etc)


**LIGHTING**

- Fluorescent lighting can be a significant source of extraneous stimuli and students might hear a light soft hum from the lighting.
- Incandescent lamps and fixtures can be a good sources of lighting
- Natural lighting can be a good sources of light. To combat the distracting and debilitating effects of direct or indirect glare, shades, baffles or lenses are installed on the fixture to diffuse the light. If windows and skylights are not designed effectively, day lighting can create problematic glare.
- Dimmers also help with glare and lights being too bright

**WANDERING ALARM**

- <http://www.taskitd.com/wandering-person-alarm.html>

**Wandering Alarm**  
 The Wandering Alarm is an alert system for doorways often used by those who are caring for people with Dementia or Autism Spectrum Disorder (ASD). The device works by transmitting an alarm through a telecare base unit each time a door is opened. The device can be pre-programmed to alert only during pre-set hours.





The wandering alarm can be an effective way to control the risk without excessively limiting a child's freedom. It can be particularly useful for night-time wandering behaviours to prevent wandering outside of the home from ever happening.

**BATHROOM MODIFICATIONS**




Safety, assists when needing assistance from staff/parent, increases independence.

**TAPE ON THE FLOOR-VISUAL BOUNDARY / PACING**

**FIRST VISIT!**

- It was great
- The members got to see their new house emerging and being part of the process
- We unpacked the sensory items together and explored them
- Got to hang out in the living room and hang out with their new house mates



ADDITIONAL VISITS

Placing items in their rooms

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Watching the house emerge

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Visit with their new house mates

**FIRST DINNER AT HOUSE**

- A few members had some anxiety.
- Others were super excited.
- It was also a great opportunity for training with staff as to how to support the members in order to be more independent



**THE BIG MOVE!!!!!!!!!!!!**

Lots of visuals to prepare

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Visits

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Photos

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Ongoing training needed

STAFF TRAINING!

Knowledge

Show what you know


Write it right

Data

Judgement

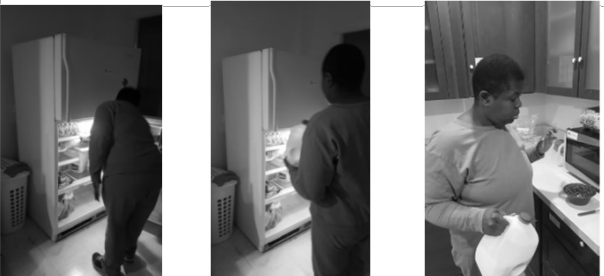
STAFF NEEDED "ON THE JOB MODELING"

Many staff have been "doing" for the members for so long that they did not only not believe that many members can do much on their own, but also did not believe that this is their job that they need to have independence as the GOAL FOR ALL!!!!!!!!!!!!!!!!!!!!



I started modeling to teach staff

STAFF ALL NEEDED MODELING THAT MEMBERS CAN DO A LOT INDEPENDENTLY ALREADY!




INDEPENDENCE!



INDEPENDENCE!

INDEPENDENCE WITH VISUALS



Use of visuals!!  
!!!!!!



**SENSORY INTEGRATION**

- Sensory integration refers to how people use the information provided by all the sensations coming from within the body and from the external environment. These work together to give us a reliable picture of the world and our place in it. Because our brain uses information about sights, sounds, textures, smells, tastes, and movement in an organized way, you assign meaning to your sensory experiences, and you know how to respond and behave accordingly.
- People with autism may require time to calm down, maintain, or control themselves.

**SEONSORY DEFICITS**

- Some children with disabilities have great difficulty figuring out what is going on inside and outside their bodies because they can't rely on their senses to give them an accurate picture of the world, they don't know how to behave in response, and they may have trouble learning and behaving appropriately.

### SENSORY NEEDS

Sensory input may not be registered correctly by the child's brain therefore needing more or less of one of their sensory inputs.

- Proprioception (body awareness)
- Tactile (touch)
- Olfactory (smell)
- Gustatory (taste)
- Auditory (hearing)
- Visual (sight)

### SENSORY SPACE

### CHECK-IN TO THE SENSORY SPACE

- There are 3 pieces of Velcro and only 3 people that can be in the space at the same time. Each member places a photo of themselves on the poster when they go in. If there is no Velcro left then it is full

### HOUSE CHORE CHART

- The staff sits with the members and they come up with a schedule of chores for the week. They place a picture of the member on the day of the week and the chore that needs to be completed.

### SCHEDULES

- Each member has a schedule outside of their bedroom door. As they complete a task then take off the picture and place in the finished bag at the bottom.


### VISUALS AT THE DOOR

VISUALS IN THE KITCHEN



Steps to wash the dishes

VISUAL LABELS IN THE KITCHEN



To help increase independence in putting items away or getting needed items in the kitchen.




MORE VISUAL LABELS IN THE KITCHEN



COOK AND ASSISTANT COOK VISUALS

- The chore chart has a cook and an assistant cook job. The assistant cook sets the table and gets the items needed to cook and the cook will cook the meal with assistance.




VISUALS IN THE BATHROOM

- Everything is labeled.
- Visuals to brush your teeth.
- Self care visual check list.



VISUAL IN THE SHOWER





COMMUNICATION BOOKS




VISUALS IN THE BEDROOM


- The drawers are labeled with what is in them in order to increase independence when getting items and putting them away.



VISUALS IN THE LAUNDRY ROOM



MORE VISUALS IN THE LAUNDRY ROOM

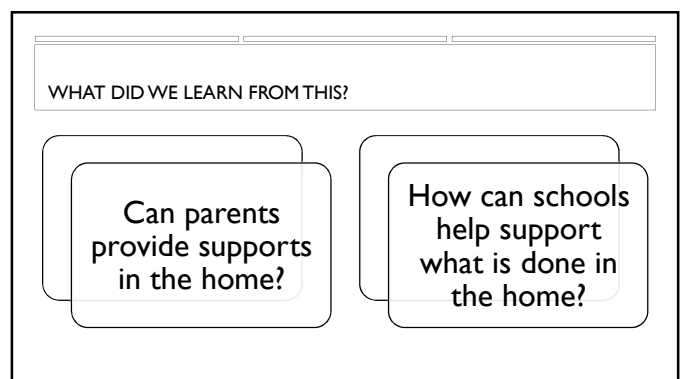
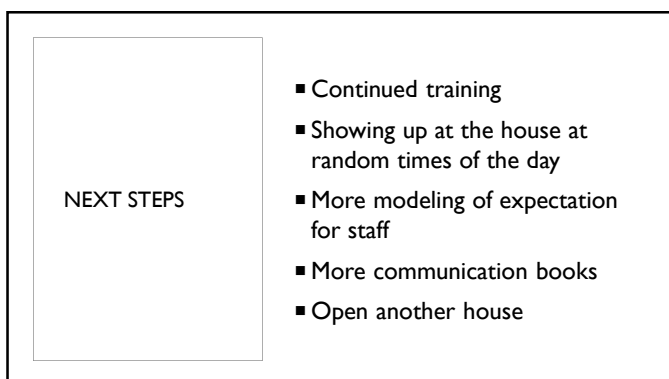
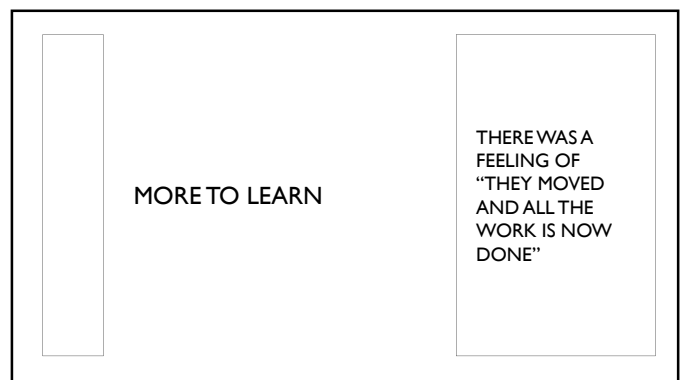
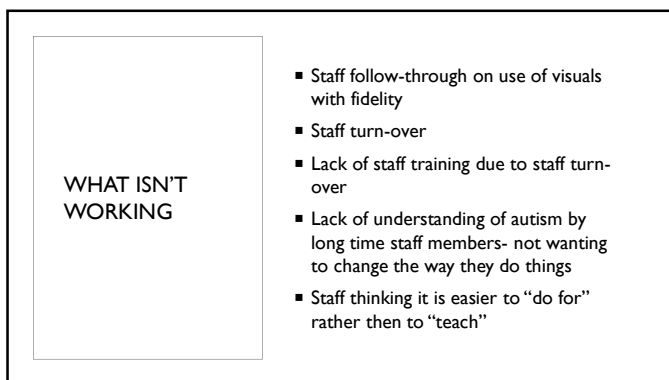
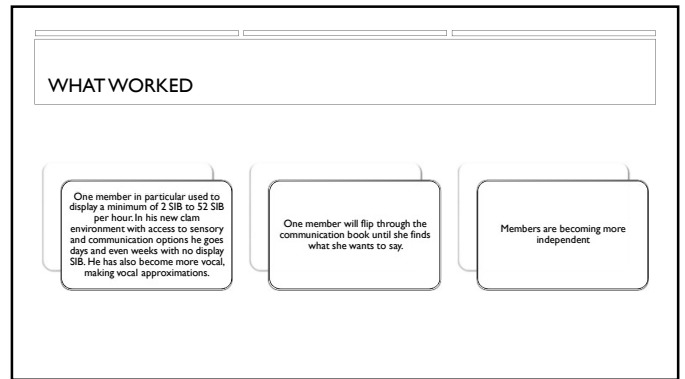


VISUAL FOR STAFF AND MEMBERS TO CHECK IN

- Staff place their photo on the chart when they get to work. Everyone removes their photos when they leave the house (members and staff) and then place them on when they come home.



WINDOW BLINDS



### WHAT CAN PARENTS DO IN THE HOME?

<p><b>1</b></p> <p><b>Provide structure</b></p> <ul style="list-style-type: none"> <li>• Routines</li> <li>• Simple directions</li> <li>• Reinforcers</li> </ul>	<p><b>2</b></p> <p><b>Create a sensory space</b></p>	<p><b>3</b></p> <p><b>Utilize visuals</b></p> <p>Labels Task analysis strips Communication</p>
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### STRUCTURE

- Routines provide predictability and lowers anxiety**
  - what you do
  - what you say
  - order of events
- Visual structure**
  - Tape off boundaries
  - Different color paint for different areas
- Reinforcement**
  - What can they work for?
  - How do they know what they are working for?

### SENSORY SPACE

- What type of sensory input calms him/her?
- What types of sensory input revs up his/her system
- Where is there an area in the house that can be “away” from possible extra noise and away from high traffic areas


### VISUALS

- What needs to be labeled to increase independence?
- What tasks that occur during the day need a task strip?
- How does he/she communicate?
- Visual choices
- What could be some possible social story needs?
- What is the school utilizing?


### HOW CAN THE SCHOOL HELP?

- What are they currently utilizing and works?
- What visuals (boardmaker pics, photos, etc) are they utilizing?
- Can the school work with the family to create these for the home?


### THE SCHOOL'S INPUT




Do School staff make home visits?



Can school staff “engineer” the home environment much like the classroom environment is?



Can school staff help train family members to utilize supports in the home?




Can the IEP team include the carry over of these strategies in the home/community as part of the transition activities?

SOME  
TECHNOLOGY


- I will briefly explain some technology that can help with accessibility in the home. This is a brief overview and would require a must deeper training. (Bill Binko and Jeremy Legaspi have prepared many of the next slides and are a great resource to get a more detailed training on this next portion)
- I wanted to make sure everyone was aware of this being available.

IF THIS THEN THAT? IFTT.COM




IFTT is a service that allows you to connect services or products together like when you get home your lights turn on or when you leave work it would time stamp a spreadsheet. You can control lights, doors, etc


You can Control almost Anything!




WHY IF THIS THEN THAT? IFTT.COM

- IFTTT allows you to connect services together with certain "if this then that" recipes
- These "recipes" are accomplished through Applets- which are like macros connecting multiple apps to run a task
- You create these applets through the iftt.com interface
- There are over 550 services available with 1000s of combinations!







NON-WEBHOOKS AT: "ALEXA CALL FOR HELP"

Complete trigger fields

Step 2 of 6

Say a specific phrase

This trigger fires every time you say "Alexa triggered". For instance, if you say "every time" or the phrase, you can say "Alexa trigger" and the trigger will turn on your lights every time. (Please use lower-case only)

What phrase?

bill needs help

You have 100 characters left

Create trigger

➔

Complete action fields

Step 3 of 6

Call my phone

This Action will call your phone number and say a message.

Message to say

Bill Needs Help (TriggeredAt)

Add recipient


Create action


**BUT... AT (ASSISTIVE TECHNOLOGY) NEEDS NON-STANDARD TRIGGERS!**


- AT Switches
- Sound Activations
- Device outputs/Sensors  
(low battery, low water level, temperature)
- **Buttons on Speech Generating Devices/Apps**

WHAT'S A WEBHOOK?


- Sometimes the iftt "trigger" isn't always an automation tool
- Webhooks are instantaneous weblinks for when you have an event that isn't already listed in the iftt services section
- Example: Turning on and off a fan using a WeMo smart plug







**USING SGDS TO TRIGGER WEBHOOKS**




Many (soon to be most) Speech Generating Devices (and Apps) can use a button to launch a webpage.

It is a small step from that to triggering a webhook

This allows buttons on devices to directly control **Anything** that IFTTT supports

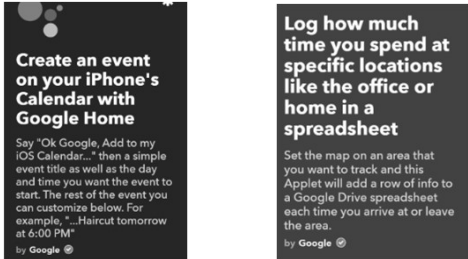
**IFTT.COM**



**Ok Google, call my device**  
This Applet uses VoIP to call any device you own with the IFTTT app installed. Works for international phones, too!  
by IFTTT

**Sync your Amazon Alexa to-dos with your reminders**  
When you add a new item to your Amazon Alexa to-dos, it'll show up in your reminders on your phone. Get to it!  
by IFTTT

**IFTT.COM**



**Create an event on your iPhone's Calendar with Google Home**  
Say "Ok Google, Add to my iOS Calendar..." then a simple event title as well as the day and time you want the event to start. The rest of the event you can customize below. For example: "Haircut tomorrow at 6:00 PM"  
by Google

**Log how much time you spend at specific locations like the office or home in a spreadsheet**  
Set the map on an area that you want to track and this Applet will add a row of info to a Google Drive spreadsheet each time you arrive at or leave the area.  
by Google

**HTTPS://WWW.IIDC.INDIANA.EDU/PAGES/AUTISM-HOUSE**

The Autism House: Visual Supports for the Home is a resource for families or anyone who lives with someone on the autism spectrum. This simulated house features a living room, bedroom, dining room/homework area, kitchen, bathroom, and outdoor area set up with visual supports to aid individuals on the autism spectrum as they go about their daily routines at home. Helpful information from a variety of sources are available.

2 videos available

**THANK YOU!!!!!!!!!!**

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- 312-316-2884