



**Preparing Persons with Autism and
Those who Support them for Times of Disaster**

The Past with a Look to the Future

Second Global Forum on Disability in the Information Society

World **S**ummit on the **I**nformation **S**ociety

Disaster Preparedness of Persons with Disabilities
Moderator — Hiroshi Kawamura

Amilcar, Kram PalExpo, Tunis, Tunisia

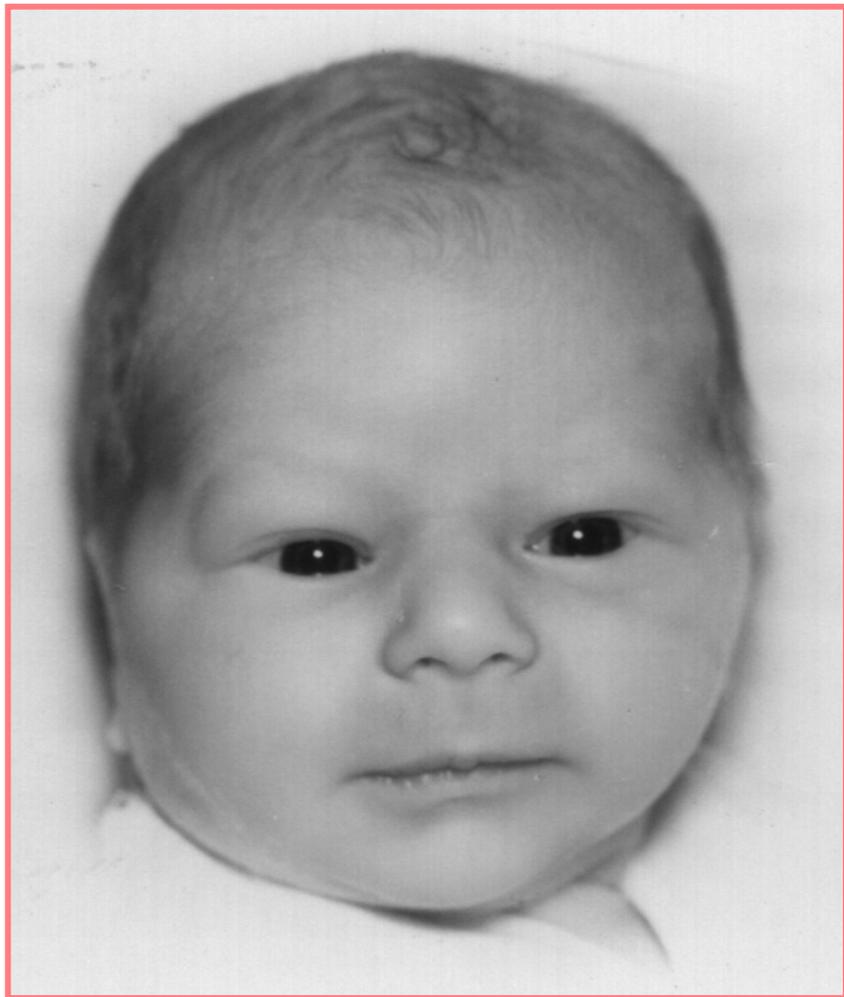
18 November 2005

Stephen M. Shore

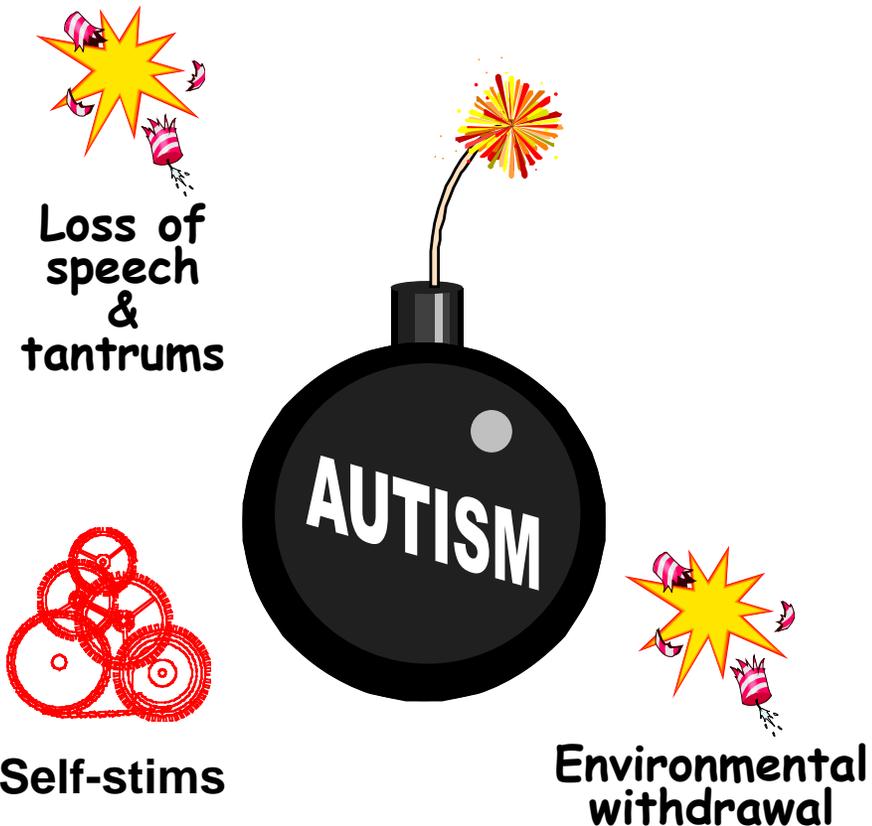
www.AutismAsperger.net

WHO AM I?

Introduction – The Past

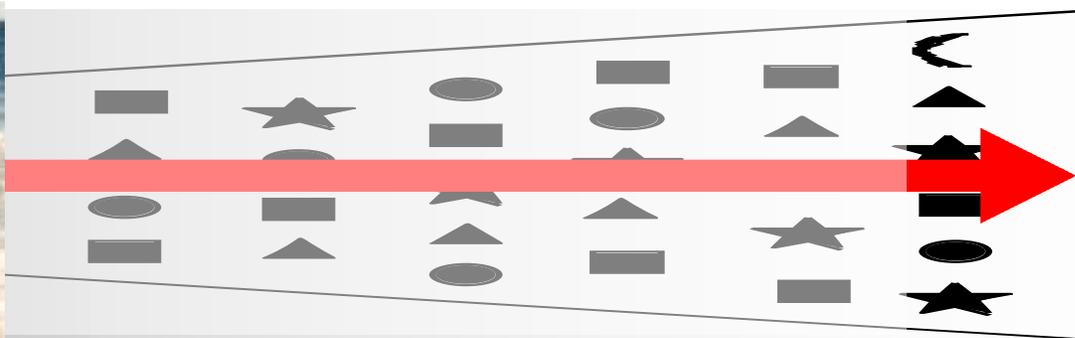
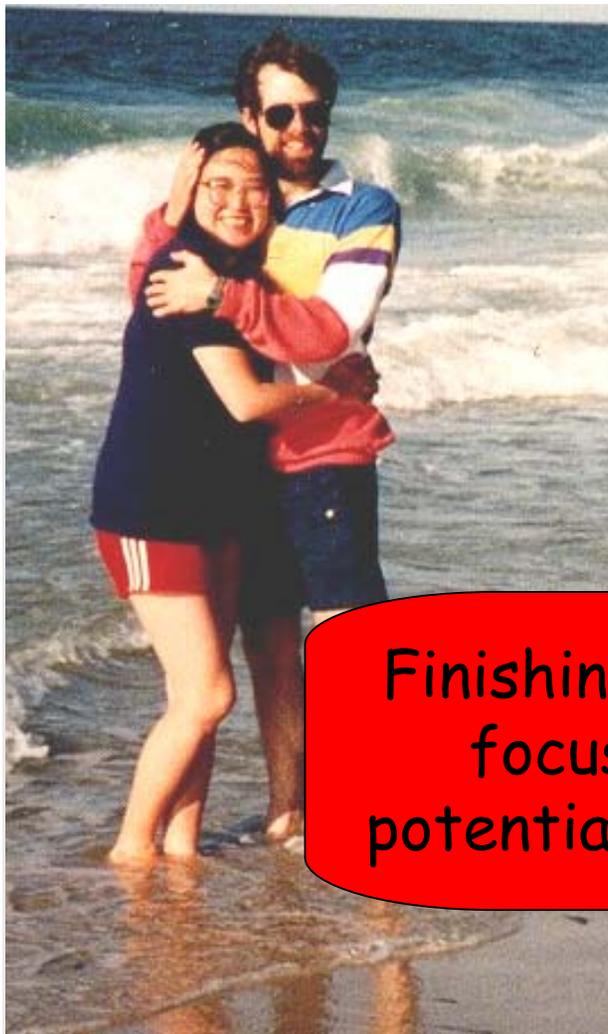


The Autism Bomb



WHO AM I?

Introduction – The Present



	4	6	8	10	13	19
ion cal ome ng	Enter Putnam	Kinder- garten	Cracking rocks	Concern about dropping	Middle and high school	College
	Condition improves to "symptomatic"	Social & academic difficulties	Special interests		Finally getting it together but often in field	More friends
					Overcoming and	Dating
					to more people not their bicycles	Others really do think differen- tly
ome	baby food	cat dog Yikes bikes!		either		Utopia!

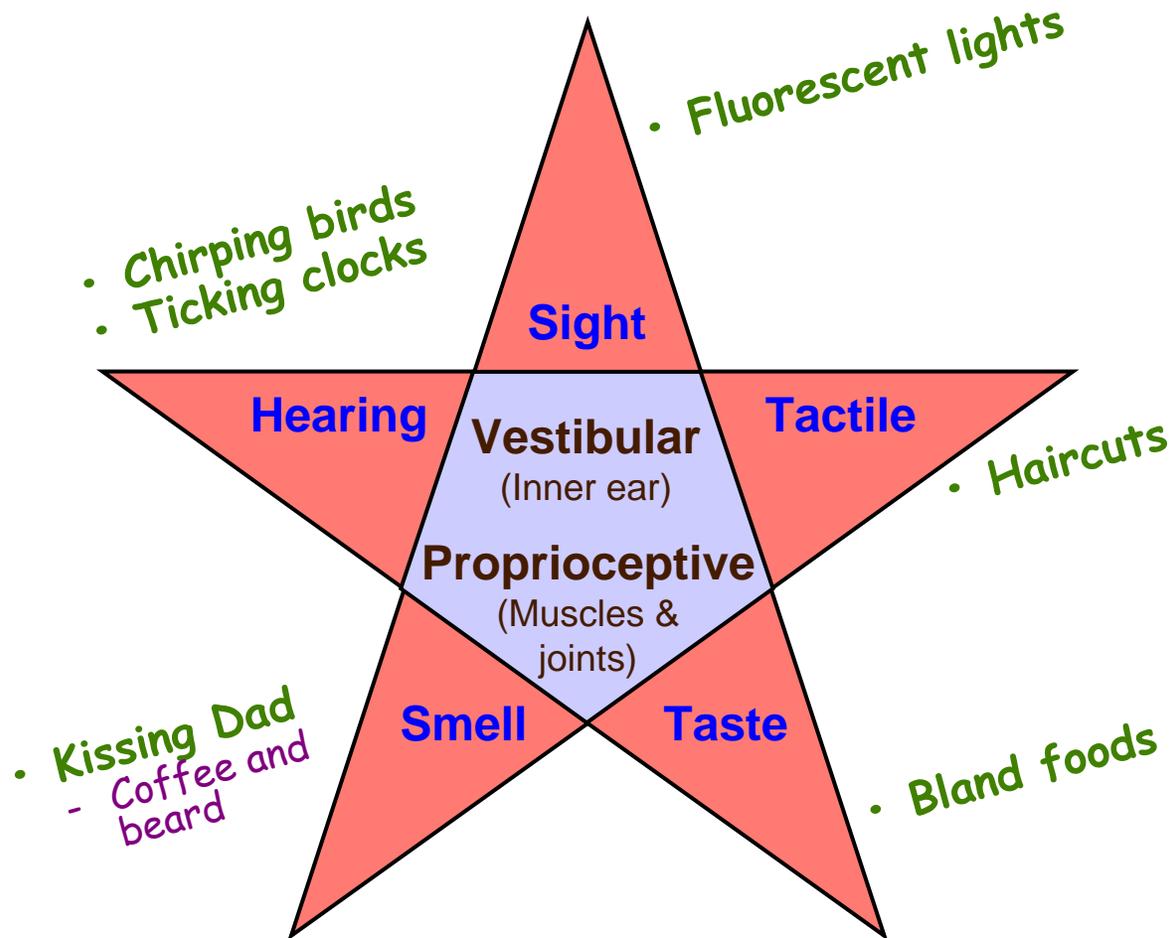
Finishing a doctoral dissertation
focused on maximizing the
potential of persons with autism.

CHARACTERISTICS OF AUTISM'S IMPACT ON DISASTER PREPAREDNESS

Characteristics		Effect
<ul style="list-style-type: none">• Social Interaction		<ul style="list-style-type: none">• Community Contact<ul style="list-style-type: none">- Unfamiliarity
<ul style="list-style-type: none">• Communication		<ul style="list-style-type: none">• Non - or Limited Verbal Ability<ul style="list-style-type: none">- Visually based
<ul style="list-style-type: none">• Restricted Interests		<ul style="list-style-type: none">• Highly Focused<ul style="list-style-type: none">- Possibly Unusual
<ul style="list-style-type: none">• Sensory		<ul style="list-style-type: none">• Extreme Hyper and Hypo Sensitivities<ul style="list-style-type: none">- Lack of perception or have unusual reaction

INNER AND OUTER SENSES

SENSORY VIOLATIONS



Vestibular:

Hypo → Spinning/Hyper → Gravitational Insecurity

Proprioceptive:

Deep pressure, Under mattresses, Weighted blankets
Love airplanes but they mess w/Vest & Prop senses

Brave little kids

INTERVENTIONS

What is Being Done?

Autism Society of America

AUTISM is a
disorder of brain function
affecting 1 in 250 people.

Children & adults with autism may:

- ✓ not understand what you say
- ✓ appear deaf
- ✓ be unable to speak or speak with difficulty
- ✓ engage in repetitive behaviors
- ✓ act upset for no apparent reason
- ✓ appear insensitive to pain
- ✓ appear anxious or nervous
- ✓ dart away from you unexpectedly
- ✓ engage in self-stimulating behaviors
(i.e., hand flapping or rocking)

For law enforcement or medical emergency personnel: This individual may not understand the law, know right from wrong, or know the consequences of his or her actions.

www.autism-society.org



Autism Society of America

HELPFUL HINTS for interacting
with someone who has autism:

- ✓ Speak slowly and use simple language
- ✓ Use concrete terms
- ✓ Repeat simple questions
- ✓ Allow time for responses
- ✓ Give lots of praise
- ✓ Do not attempt to physically block self-stimulating behavior
- ✓ Remember that each individual with autism is unique and may act differently than others

SEARCHING FOR
ANSWERS EVERY DAY

Autism Society of America
1-800-3-AUTISM
www.autism-society.org

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INTERVENTIONS

What is Being Done?



INTERVENTIONS

What is Being Done?



DISASTER PREPAREDNESS TIPS FOR OUR FAMILIES



TIP #1. PRACTICE CALM



TIP #2. PREPARE FOR IMMEDIATE NEEDS
BEFORE DISASTER



TIP #3. PREPARE FOR NEEDS IN YOUR HOME
NOW SO THAT YOU'LL BE READY
AFTER DISASTER STRIKES

INTERVENTIONS

What is Being Done?



DISASTER PREPAREDNESS TIPS FOR OUR FAMILIES



TIP #2. PREPARE FOR IMMEDIATE NEEDS BEFORE DISASTER

- Wearing a medical alert tag or bracelet to identify your disability may help in case of emergency.
- Have a disaster supplies kit on hand you can use at home or in an evacuation setting. Kits should include:
 1. Flashlight with extra batteries
 2. Portable, battery-operated radio and extra batteries

INTERVENTIONS

What is Being Done?



DISASTER PREPAREDNESS TIPS FOR OUR FAMILIES

Full document is available at

www.autism-society.org

INTERVENTIONS

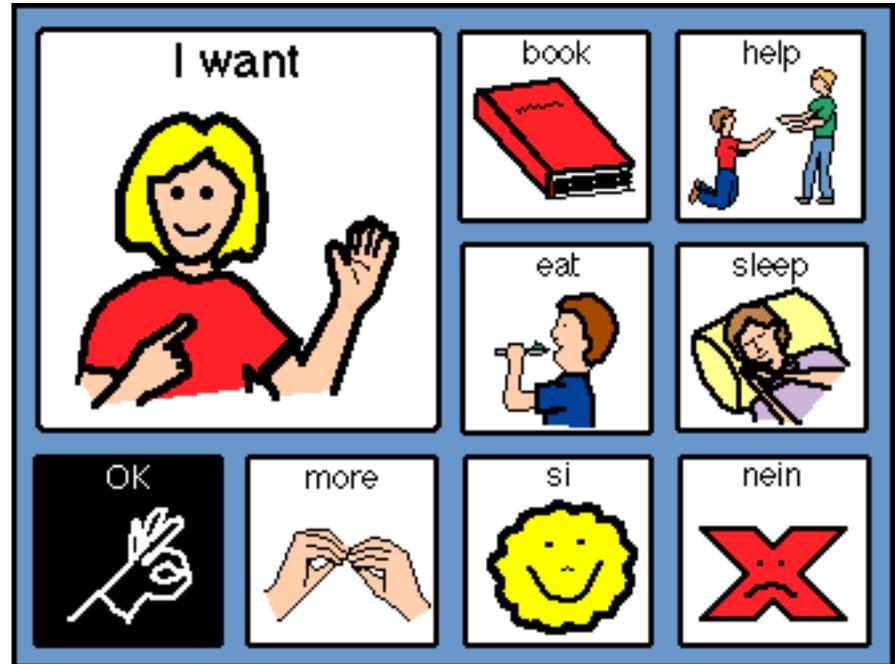
PECS

Picture Exchange Communication System

Boardmaker

...a graphics database containing over 3,000 Picture Communication Symbols

...make worksheets, picture instruction sheets, reading books, journals, or posters.



www.mayer-johnson.com/software/Boardmkr.html

Dynavox, PDA, cell phone or other electronic device

INTERVENTIONS

What is Being Done?

THE HIDDEN CURRICULUM

*Practical Solutions for Understanding
Unstated Rules in Social Situations*

*Brenda Myles
Melissa Trautman
Ronda Schelvan*

Autism Asperger Publishing Company

SOCSSS

Situations — Options — Consequences — Choices — Strategies — Simulation

Jan Roosa (1995) in Myles, B., Trautman, M., and Schelvan, R. (2004). The hidden curriculum, Shawnee Mission: AAPC. p. 22

Situation

Who: David and Tom

When: At recess after lunch

What: Tom pushed David when they were both standing in line at the slide. Mrs. Smith saw them and had both of them sit out for the rest of recess.

Why: David started teasing Tom about the coat he was wearing.

Options	Consequences	Choice
Ignore David's comment.	David could continue to say mean things.	
	David might stop saying mean things.	
Avoid being around David at recess.	If David is playing on the slide, Tom would not be able to be there and he likes the slide	
Tell David to stop; if he doesn't, tell the teacher.	The teacher would tell David to stop.	✓
	The teacher would tell Tom to ignore him.	

Strategy - Plan of Action

The next time that David says something mean to Tom, Tom will tell him to stop
If David doesn't stop teasing Tom, Tom will tell the teacher.

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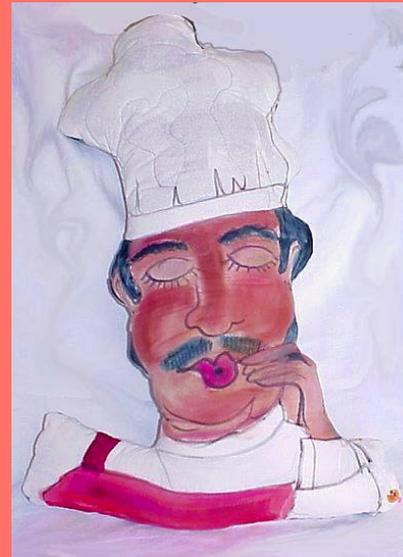
Simulation - Practice

- A. Visually
- B. Verbally
- C. Role-playing

Disaster Preparation Power Card

Chef Jean-Paul wants you to remember to choose one of the following ways to help calm yourself when the severe weather alarm sounds..

1. Take 5 deep breaths exhaling slowly after each breath.
2. Close your eyes and slowly count from 1 to 20.
3. Go to the basement of your home or other emergency shelter.
4. Wait until someone tells you it is safe to come out.



INTERVENTIONS

Enhancing What Exists for the Future



Arrange to place documents in other formats through DAISY

- **Multi-modal**



Employ as many senses as possible

- **Electronic**



PalmPilot or Other PDA

or

Laptop/Desktop computer

INTERVENTIONS

NONE!!

Evidence-based Research on Benefits of
Disaster Preparedness for People with Autism

NONE!!

Possible Research for the Future

- **Efficacy study with control group**  How well do our ideas work?
- Examining...**
 - **Low Tech**  Paper, Index cards, posters
 - **High Tech**  Electronic-based such as PDA, laptop, desktop, etc.
- Finding other benefits**  **Internal** Qualitative
 - Reduced anxiety
 - Generalization to other areas of life for people with autism

INTERVENTIONS

NONE!!

Evidence-based Research on Benefits of
Disaster Preparedness for People with Autism

NONE!!

Possible Research for the Future

Finding other benefits



External Qualitative

- Generalize to other disabilities
- Generalize to the greater world community

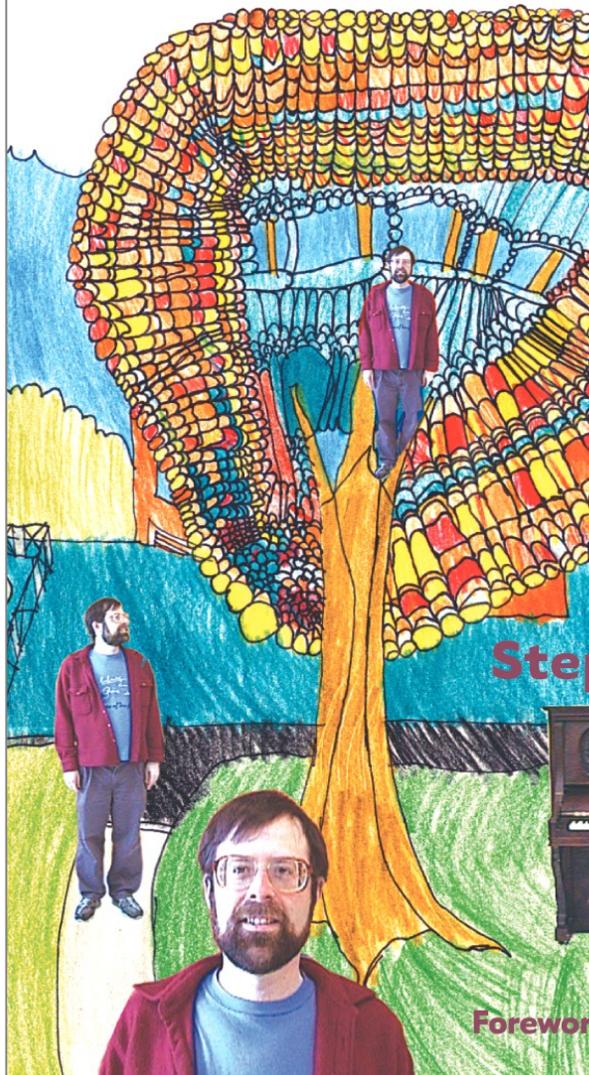
UNIVERSAL DESIGN

Stephen M. Shore

Beyond the Wall

Personal Experiences with
Autism and Asperger Syndrome

SECOND EDITION



スティーブン・ショア

Stephen Shore

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自閉症の私の人生

Beyond the Wall

Personal Experiences with Autism and Asperger Syndrome
(SECOND EDITION)

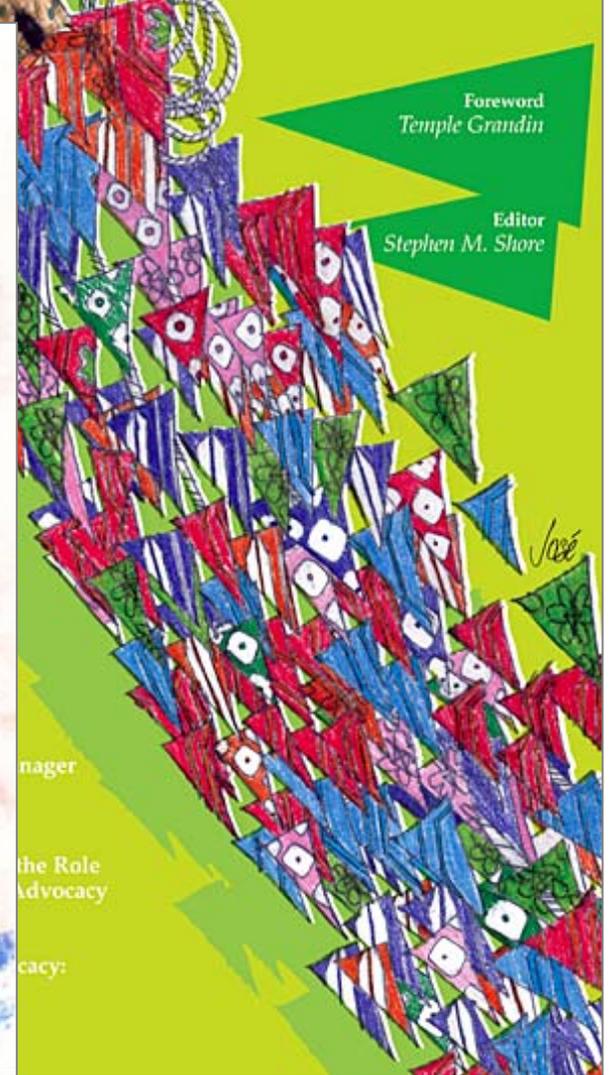
学研

Ask and Tell:

Self-Advocacy and Disclosure
for People on
the Autism Spectrum

Foreword
Temple Grandin

Editor
Stephen M. Shore



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the Role
Advocacy

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