

Minneapolis Institute of Art

Supporting Visitors with Autism Spectrum and Sensory Processing Disorders

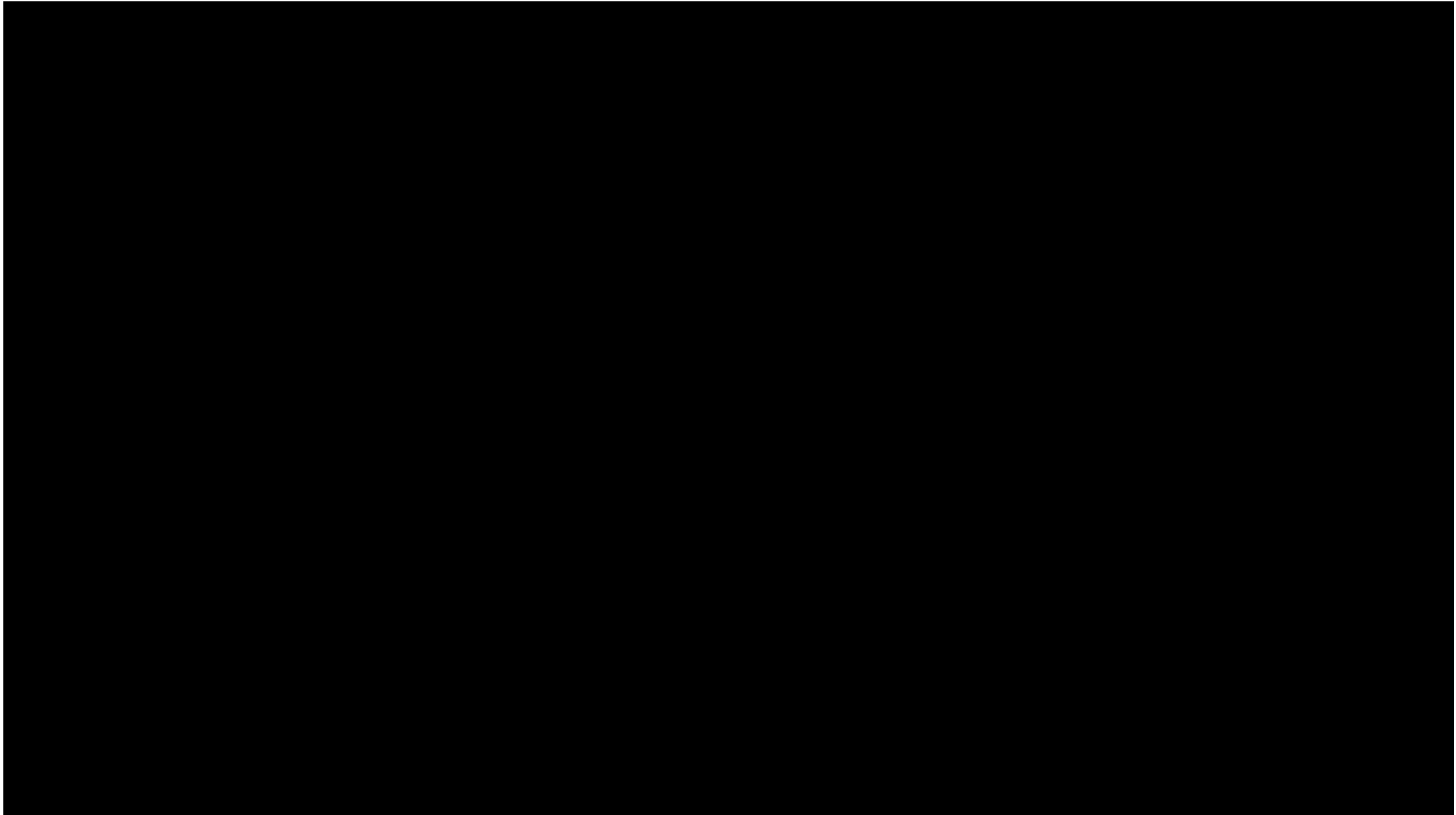
Mia

Introduction

- Occupational Therapy Student from the University of South Dakota
- What is Occupational Therapy (OT)
- OT's role within a museum setting
 - Organizational-Level Consultative Occupational Therapy Services (Umeda et al., 2017)



(BBC, 2020)



Autism Spectrum Disorder (ASD)

- **Developmental condition which impacts:** (American Psychiatric Association, 2013; Center for Disease Control and Prevention, 2019)
 - Social Skills
 - Ability to Communicate
 - Behaviors

- **40 – 90% of children with *ASD* experience *sensory processing challenges*** (Baker, Lane, Angley, & Young, 2008; Baranek, David, Poe, Stone, & Watson, 2006; Ben-Sasson, Gal, Fluss, Katz-Zetler, & Cermak, 2019; Roley et al., 2015; Tomchek & Dunn, 2007)



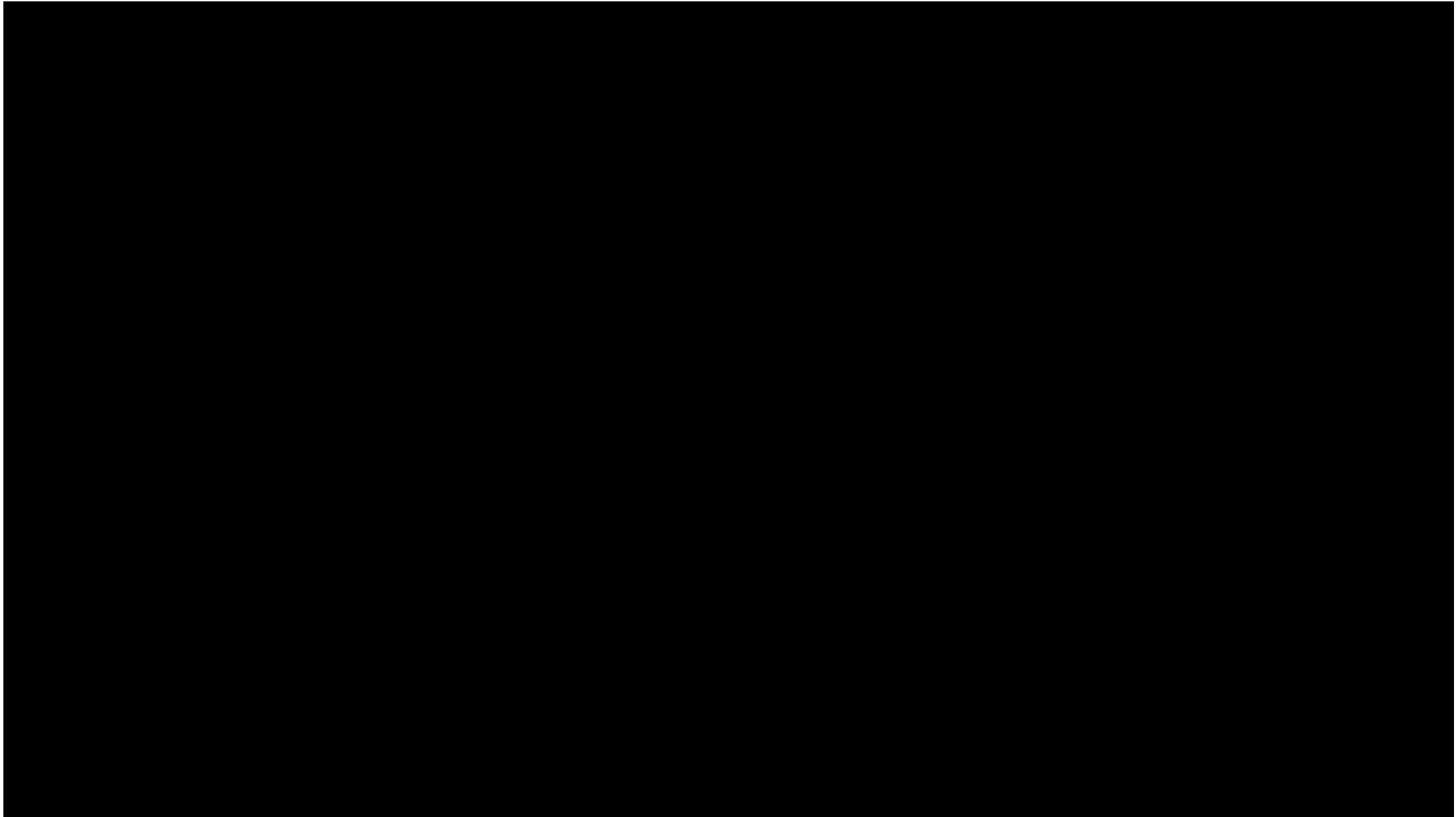
(Gander, 2017)

Sensory Processing Disorder (SPD)

- Neurological condition which makes it difficult for a child to interpret and organize sensory information within the environment (Atchison & Morkut, 2017; Critz, Blake, & Nogueira, 2015; Kranowitz, 2006; STAR Institute for Sensory Processing Disorder [STAR], 2020)
- Children with ASD typically have Sensory Modulation Disorder (Ben-Sasson et al., 2019)
- Sensory Modulation Disorder (Atchison & Morkut, 2017; Kranowitz, 2006; STAR, 2020a)
 - Over-Responsivity
 - Under-Responsivity
 - Sensory Craving



(Le Faucheur, & Velasco, 2018)



Impact on Museum Experience for Visitors with ASD and SPD



Face multiple barriers due to unpredictable sensory information (Fletcher et al., 2019; Silverman & Tyszka, 2017)

- Lights, crowds, unexpected noises, restroom environment (Fletcher et al., 2019)



Caregivers expressed the need for supports within a museum setting to promote the experience (Langa et al., 2013; Leichtman et al., 2014)



Museum staff reported lack of training to provide adequate support for those with ASD (Fletcher & Shelffo, 2018)

Supporting Visitors with ASD and SPD at Mia



(HiSoUR, n.d.)

Social Narratives

Purpose

- Help prepare the individual on what to expect while also providing tips on how to appropriately interact (Hilton, 2015)

Mia's Social Narratives (Minneapolis Institute of Art, [Mia], n.d.f)

- Guided School Groups
- Families
- Adults & Teens
- In development: Summer Class

How You Could Use The Social Narratives

- Send them to the visitor
- Third Avenue Entrance for a copy
- Download them onto a smartphone or iPad

Social Narrative

Guided School Tour Visit



(Mia, n.d.e)

Sensory Map

Purpose

- Help prepare the visitor on what sensory stimuli to expect at Mia
- Navigate the museum based on their sensory sensitivities

Mia's Sensory Map

- Still in the development phase

How You Could Use Mia's Sensory Map

- Send link to the visitor
- Third Avenue Entrance for a copy
- Download Map onto a smartphone or iPad
- Plan your tour based on your visitor's sensory needs
- Provide education to visitors about the tool
- Help find a quiet area at Mia

2 Second Floor

Quiet and Less Crowded Spaces

Asia
Galleries 200-227, 237-239,
243, 251-253
*Gallery 200 can be loud due to
General Mills Lobby

Americas
Galleries 259-261

Pacific Islands
Gallery 256

Loud or Echo Spaces

Seasonal Entrance

Fountain
Gallery 235

Rotating Exhibitions
Galleries 262, 275, 280

Ancient Art
Galleries 230, 240-242

Africa
Galleries 236, 250, 254, 255

Low or Subdued Lighting

Asia
Galleries 200-227, 237-239,
243, 251-253

*Galleries 216, 218, 219, 223, 224, 225,
252, 253, 237, 238, 239, & 251

Seasonal Exhibits

Special Exhibition Galleries
Target Galleries 258 & 260-274

MAEP, U.S. Bank
Gallery 257

Rotating Exhibitions
Galleries 262, 275, 280

Pillsbury Auditorium

*Please refer to [Special Exhibits](#) or Contract Visitor Experience Team for specific information regarding the environment of these spaces.

Interactive Media Spaces

Interactive iPads

Asia
Galleries 200-227, 237-239,
243, 251-253

*Galleries 200, 218, 223, & 225

Africa
Galleries 236, 250, 254, 255

*Gallery 250

Interactive Screens

Asia
Galleries 200-227, 237-239,
243, 251-253

*Gallery 200 & 218

Africa
Galleries 236, 250, 254, 255

*Gallery 250

Interactive Table

Africa
Galleries 236, 250, 254, 255

*Gallery 250

Natural Lighting

Asia
Galleries 200-227, 237-239,
243, 251-253

*Gallery 200

Seasonal Entrance

Special Exhibition Galleries
Target Galleries 258 & 260-274

*Gallery 258

Restrooms Have:

By Asia Galleries

*Manual: Toilets & Sinks

*Automatic: Soap Dispensers & Paper Towels

Accessible Bathroom by Seasonal Entrance

*Manual: Toilets

*Automatic: Sinks, Soap Dispensers, Hand Dryers & Paper Towels

By the Americas Gallery

*Manual: Toilets and Sinks

*Automatic: Urinals, Soap Dispensers & Paper Towels

Accessible Bathroom by Modern & Contemporary

*Manual: Toilets

*Automatic: Sinks, Soap Dispensers & Paper Towels

Visual Schedule

Purpose

- Helps process sequence of events and facilitates smooth transitions (Knight, Sartini, & Spriggs, 2015; Macdonald, Trembath, Ashburner, Costley, & Keen, 2018; Pierce, Spriggs, Gast, & Luscre, 2013; Watling, 2015)

Mia's Visual Schedules

- Picture with Text Supports
- Text Supports
- Still in development

How You Could Use Mia's Visual Schedules

- Send the link to the visitor prior to the tour
- You could print/laminate your own for tours
- Have schedule on iPad
- Use the Mia Sensory Map in conjunction with Mia's Visual Schedules



(Speech Language Pathology Center, 2015)

Visual Schedule - Picture with Text Supports

1.



(Mia, [n.d.b](#))

2.



(Mia, 2013)

3.



(Mia, [n.d.c](#))

4.



(Mia, 2019)

Visual Schedule – Text Supports

Next	All Done
Coat Check	X
Asia	
Modern & Contemporary	
Photography	
Lunch	
Outside	

Mia's Accessibility Page

The following tools will live on Mia's Accessibility Page (Mia, n.d.a)

- Social Narratives
- Sensory Map
- Visual Schedules
- Preparing for Your Visit to Mia

Each of the tools will be in a downloadable PDF format



Accessibility and Inclusion

(Mia, n.d.a)

Visual Flip Book

Purpose:

- Visual information is easier to process for those with ASD (Knight, Sartini, & Spriggs, 2015)
- Helps communicate (Pierce et al., 2013)
- Promote smooth transitions (Knight et al., 2015; Macdonald et al., 2018; Pierce et al., 2013)

How You Can Use the Flip Books

- Start a conversation
- Pick one up prior to tour
- Show the visual support as you are giving the direction



(Victories 'n Autism.com, n.d.)

Other Accommodations

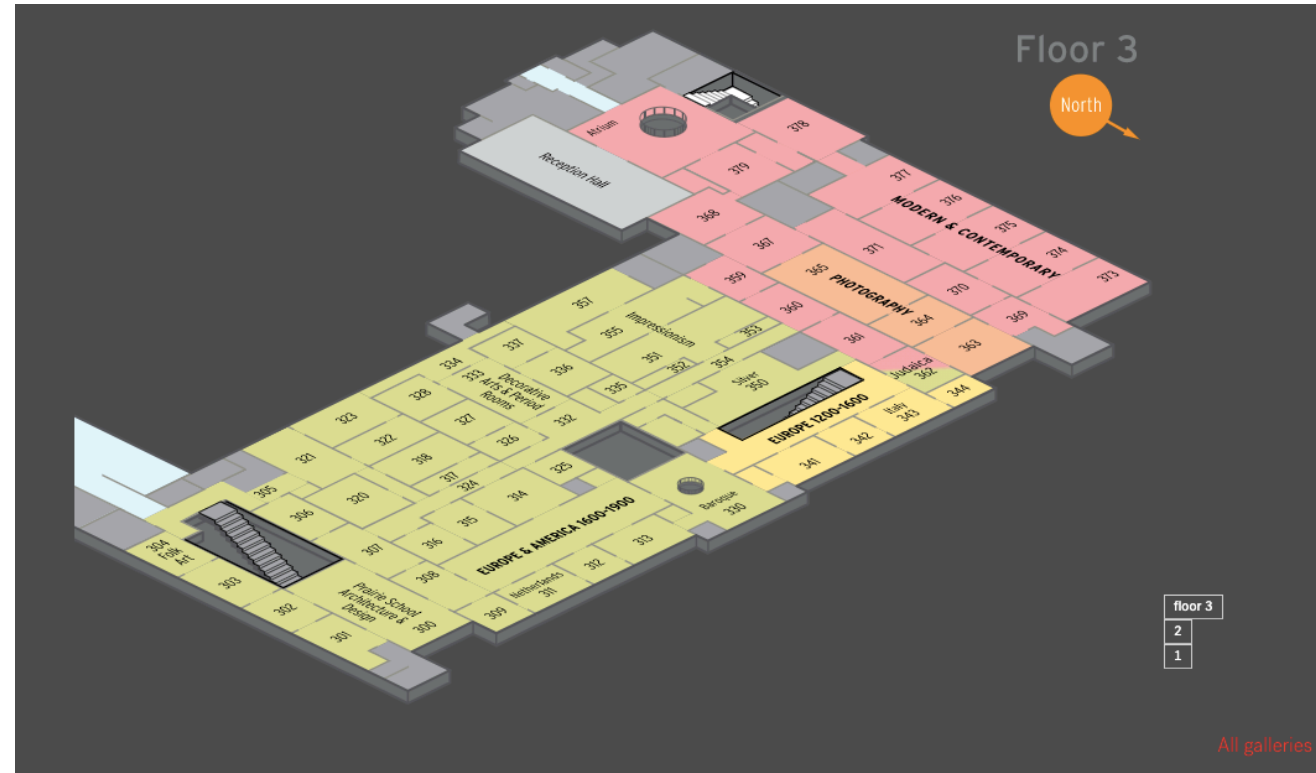
- Earplugs
 - Available at the Third Avenue Entrance
- Fidgets
 - Small fidgets are welcomed
- Low Traffic times
 - Weekday afternoons



(SharedXpertise Media, LLC,
2020)

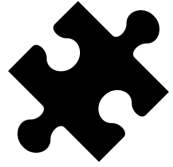
Mia Collection

- Help prepare the individual
- Provide gallery number details to visitor prior to tour
- The visitor can look up various galleries and artworks when preparing for visit



(Mia, n.d.d)

Meet Abby



Abby is an eight-year-old girl with ASD and SPD. She loves history and art. Her caregiver reached out to Mia to set up a tour but expressed that Abby has sensitivities to loud noises and crowds.



Due to these reasons, this will be Abby's first time visiting Mia. How could you use the available resources at Mia to promote her experience and ensure she has a meaningful tour?

Supports at Mia for Abby

Social
Narratives



Visual
Schedules



Visual Flip
Book



Mia's
Sensory
Map



- Earplugs
- Fidgets
-Low Traffic
Hours



Mia
Collection

Questions?

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