



“Eliminating Social Exclusion” (EliSE)
Nr. 2019-1-LV01-KA204-060427



IO4: Toolkit for Fair Traveling and Policy recommendations

1. Identifying the Fair Traveling topics

List of topics for Fair Traveling.

Topic	Description	Importance ¹
Toileting routines	Strategies that can help maintain toilet training when traveling	Very important
Air traveling	How to control and minimize stress and anxiety that comes with taking flight.	Important
Finding a place that's truly 'all-inclusive'	Practical tips to find resorts designated as Advanced Certified Autism Centers	Important
Planning to travel	Organizing the travel according to the needs and the skills of the person with Autistic Spectrum Disorder (ASD)	Very important
Barriers for an autistic traveler	Knowing the barriers for a person with ASD and how to coping these barriers	Important
Sensory travel kits	Knowing how to prepare a sensory travel kit with tools that calm a child who's overwhelmed	Important
Timetable for organizing the itinerary	Making sure time is enough to get somewhere, change train platforms, and so forth	Important

¹ Importance: 1. Very important; 2. Important; 3. Moderately important; 4. Of little importance; 5. Unimportant

Changes in routine	Minimizing routine changes	Very important
Traveling by car	Identifying potential triggers in the car that could make the person with ASD uncomfortable.	Important
Behavior perceptions	Establishing open relationships with people	Important

2. Resource materials for Fair Traveling

General autism information and tips

Resource	Description	Link
About autism	General description of autism	https://www.icdl.com/parents/about-autism?gclid=Cj0KCQjA8vSOBhCkARIsAGdp6RTWT829ruAVIV_UPAswjJdG1l9z9v1TfO1YwhMS1l-YKqoG3zFHSjUaApMdEALw_wcB
What is DIR	Explanation of Developmental, Individual-differences, & Relationship-based model	https://www.icdl.com/dir

Communication (general)

Resource	Description	Link
Understanding and developing communication	Communication difficulties for autistic people	https://www.autism.org.uk/advice-and-guidance/topics/communication/understanding-and-developing-communication
Autistic people conversation	Why Is Conversation So Hard for People with Autism?	https://www.verywellhealth.com/why-is-conversation-so-hard-for-people-with-autism-259896

Behavioral traveling

Resource	Description	Link
Planning a travel	How to Plan an Accessible Family Trip	https://www.worldnomads.com/responsible-travel/make-a-difference/people/how-to-plan-an-accessible-family-trip
Traveling with autistic people	How to Overcome the Challenges of Traveling While Autistic	https://www.worldnomads.com/explore/worldwide/traveling-as-an-autistic-woman

Articles and books

Smagorinsky, P. (Ed.). (2016). *Creativity and community among autism-spectrum youth: Creating positive social updrafts through play and performance*. Springer.

Lord, C., Elsabbagh, M., Baird, G., & Veenstra-Vanderweele, J. (2018). Autism spectrum disorder. *The Lancet*, 392(10146), 508-520. Available at: https://www.sciencedirect.com/science/article/pii/S0140673618311292?casa_token=IQg7Z8C6JckAAAAA:wGfnBImLz4ovmLorInF9aOwSOjObyC21iaFKHsrW6gJdIe0edDXOFIQTCHI97kHtvbxy3FA

Lord, C., Brugha, T. S., Charman, T., Cusack, J., Dumas, G., Frazier, T., ... & Veenstra-VanderWeele, J. (2020). Autism spectrum disorder. *Nature Reviews Disease Primers*, 6(1), 1-23. Available at: <https://www.inclusivechildcare.org/sites/default/files/resources/documents/SocialPolicyReport24-2.pdf>

VanBergeijk, E. (2009). Travel Advice for Higher Functioning Individuals on the Autism Spectrum. *Exceptional Parent*, 39(12), 44-45.

Feeley, C. (2014). *Transportation and Mobility of Individuals with Autism Spectrum Disorder: An Analysis of Barriers to Travel* (No. 14-1480).

3. Recommendations

3.1. Planning a trip

Take ample time to prepare for the trip by frequently talking about what will happen.

Preparation can help a child with ASD better adjust to a change in routine, which is often a challenge for individuals with ASD.

Use social stories to help the child visualize what will change when going on a trip. Also, give the child the opportunity to ask questions about the trip. Get the child to repeat back the plan to ensure they truly understand what to expect.

3.2. Strategy description to overcome traveling issues

Create a social story about standing in line at the airport.

Indeed, storytelling and drama demonstrated their effectiveness to develop language, comprehension emotional wellbeing, empathy, creativity, and literacy skills for children with special needs.

Drama provides a way to educate children with ASD who have difficulties in understanding and engaging with ordinary social interaction promoting their skills in:

- Social understanding
- Social communication
- Expression and play

In the past, drama was deemed inappropriate to people with ASD due to their presumed inability to make imaginative connection and understand cause-effect relationship.

In the last few years, research showed that drama therapy can enhance social skills of people with ASD, facilitating their environmental communication

According to Carol Gray, social stories are based on two key principles.

“The first is a prerequisite acknowledgment that the *social impairment* in autism is shared. The definition of *social* requires more than one person, rendering any *social impairment* the responsibility of all who engage in a given interaction. [...]

Individuals with ASD are often unaware of the perspective of others and unable to interpret social context as fluently as their typical peers. [...]

Closely related to the first principle, the second is to abandon all assumptions. Authors work from a non-judgemental vantage point as they research, write and implement each story. Concepts and terminology like *inappropriate* have no value in the art and science of Social Story development.” (Gray, 2022, p. 152-153)

Gray, C. (2022). Social stories. In Grove N. (Ed) *Storytelling, special needs and disabilities* (second edition). Routledge, 152-158.

3.3 Preparing to tackle the issue

Planning ahead can remove a lot of travel stress for everyone.

Taking the right items with you can make a world of difference. Here are some travel essentials that could help your child manage sensory issues while traveling

- **Familiar snacks and foods:** If your child has sensory issues when it comes to food textures, bring your own snacks and foods to make sure they have something they can comfortably eat.
- **Weighted blanket:** Talk to your child’s care provider or occupational therapist to see if a weighted blanket could lessen anxiety, especially on an airplane.
- **Noise reduction headphones:** Traveling can be loud. Noise reduction headphones could help lessen a child’s sensory overload, especially on a crowded airplane or a loud car trip.
- **Entertainment:** Choose items that match your child’s needs, such as play dough, fidget toys and coloring books.
- **Change of clothes:** Ensure your child remains comfortable with clean clothes in case of an accident or lost luggage.

- **Familiar toys or portable activities:** Be sure to bring along your child’s favorite toys or activities that are portable so they have something familiar to engage with during the trip, which can help lessen anxiety.

4. Tackling the issue

Some tips

- *Avoid traveling on the busiest days of the week:* Weekdays and early morning flights are typically the quietest, but you can also call the airline to book your flight and ask them the best days and times to fly.
- *Visit the airport in advance:* Check if your airport has a tour program or create your own (at least up to the TSA checkpoint).
- *Simplify security screening:* Help your child breeze through the TSA checkpoint by wearing slip-on shoes and layers that do not have complicated zippers or buttons. Consider applying for TSA Precheck if you are eligible to minimize the wait time and make security a bit easier.
- *Create trip rules:* Explain rules in advance, like keeping their seatbelt on or wearing a face mask. Offer appropriate rewards for positive behavior.
- *Schedule breaks:* Let your child know when to expect snack and bathroom breaks.

4. Structured interviews

Ecostituto interviewed 30 key persons (15 Parents, 5 managers of social services, 10 social educators) submitting a questionnaire.

4.1 Parents

Question	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
The project enabled to improve international relationships and acquire new understanding	80%	13.4%	6.6%	-	-
The project increased the understanding of special education and socialization	80%	20%	-	-	-
The project raised awareness of children with special needs and the travel challenges of children with special needs	93.4%	6.4%	-	-	-
The project improved active inclusion and participation in the social life of families of children with special needs	100%	-	-	-	-
The project provided new solution skills to families of children with special needs	73.3%	20%	6.7%	-	-
The project helped me to get involved with other families with children of special needs	100%	-	-	-	-
The project enabled educators to design and implement innovative initiatives, services, and guidance collaborating with families of children with special needs	60%	26.7%	13.3	-	-
The project enabled more strategic and integrated use of ICTs and open educational resources in special education and training	70%	30%	-	-	-

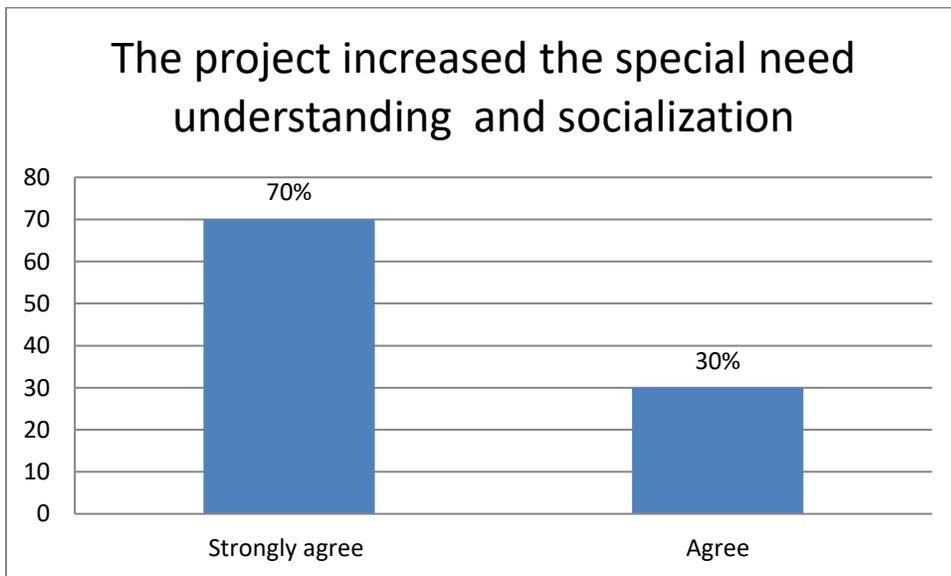
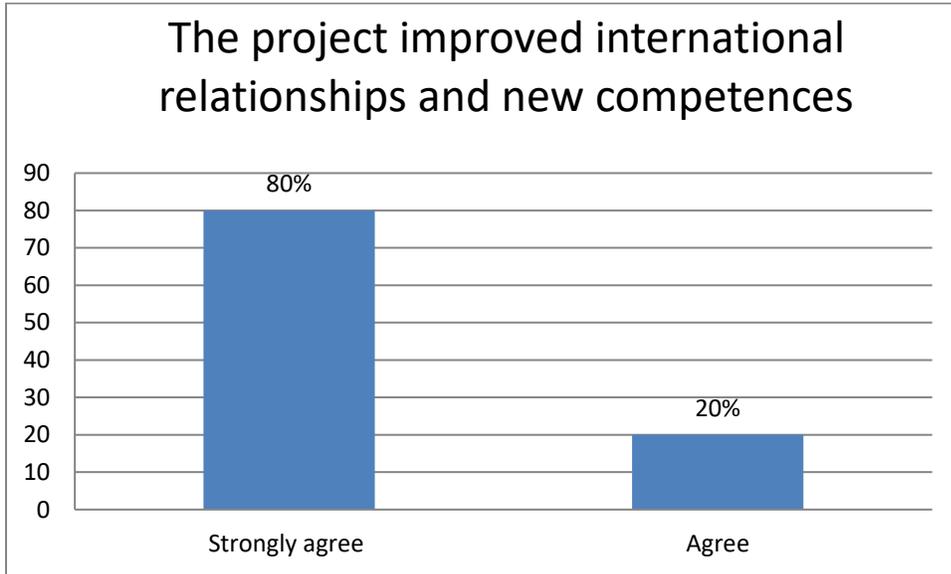
The project stimulated interventions to support families of children with special needs when they travel	100%	-	-	-	-
The project helped the improvement of new policies to facilitate the travels of people with special needs	53.3%	20%	26.7%	-	-

4.2 Managers of social services

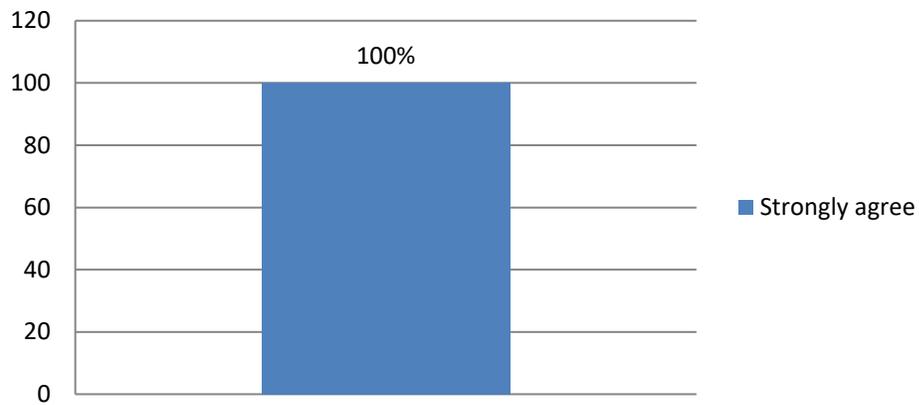
Question	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
The project will improve active inclusion and participation in the social life of families with children of special needs	100%	-	-	-	-
The project helped raise awareness of children with special needs and the travel challenges of children with special needs	100%	-	-	-	-
The project provided better understanding of practices in special needs education and training	100%	-	-	-	-
The project enabled more strategic and integrated use of ICTs and open educational resources in special needs education and training.	80%	20%	-	-	-
The project developed effective and innovative trainings and advanced smart learning environments	80%	20%	-	-	-
The project promoted the awareness and understanding of social inclusive practices.	100%	-	-	-	-
The project will reinforce interaction between practice, research, and policy.	100%	-	-	-	-
The project will stimulate interventions to support the families of children with special needs when they travel	60%	40%	-	-	-
The project provided new solution skills to families of children with special needs	100%	-	-	-	-
The project will help the improvement of new policies to facilitate the travels of people with special needs	60%	40%	-	-	-
The project provided the diffusion of new practices in order to develop social inclusion solutions and social innovative practices	100%	-	-	-	-
The project improved the use of methodologies such as Digital Social Learning and Online Collaborative Learning	60%	20%	20%	-	-
The project stimulated practices for Fair Traveling through an innovative and integrated approach	100%	-	-	-	-
The project improved and extended the use of online learning practices in the field of adult education	80%	20%	-	-	-

The project extended and developed the competences of social educators/volunteers.	100%	-	-	-	-
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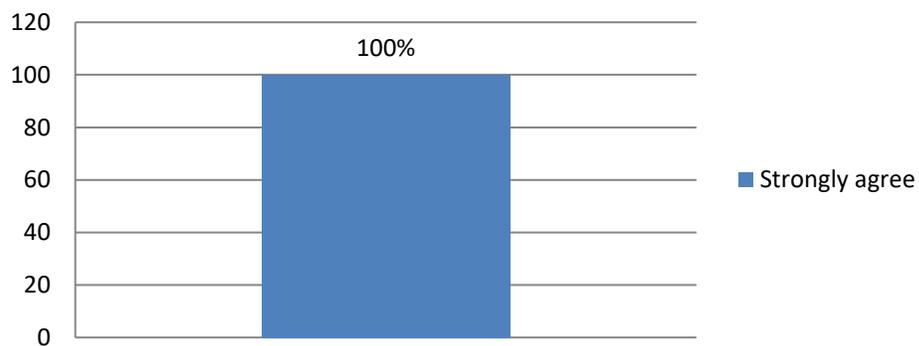
4.3 Social educators



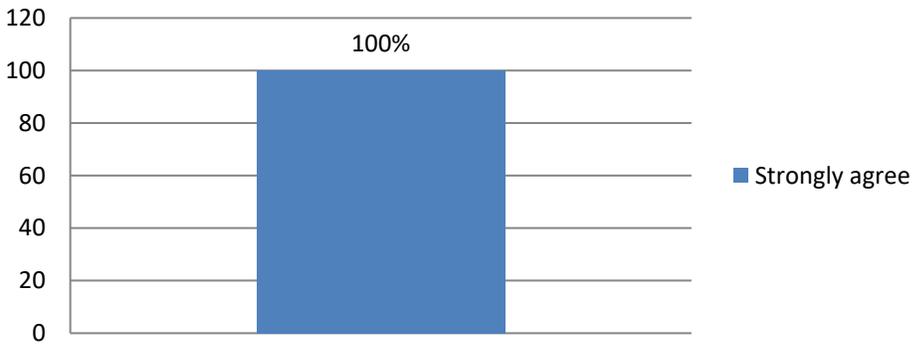
The project helped me to acquire new understanding, knowledge, skills, etc



The project improved the quality and effectiveness of my learning experiences

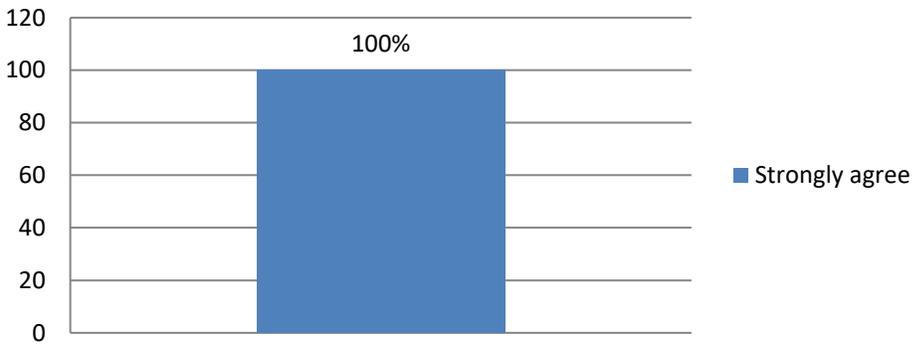


The project fostered my employability and socio-educational and personal development

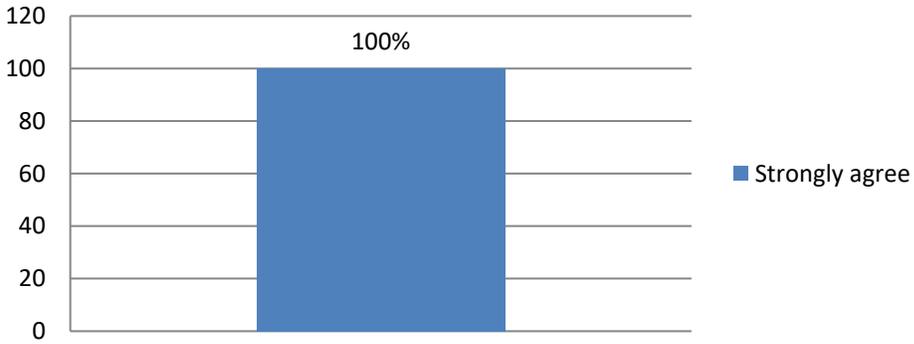


The project provided competences in designing and conducting online training programs

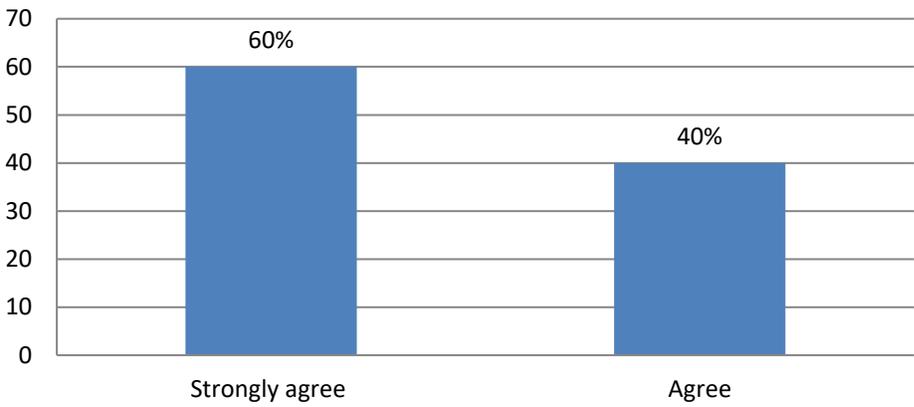
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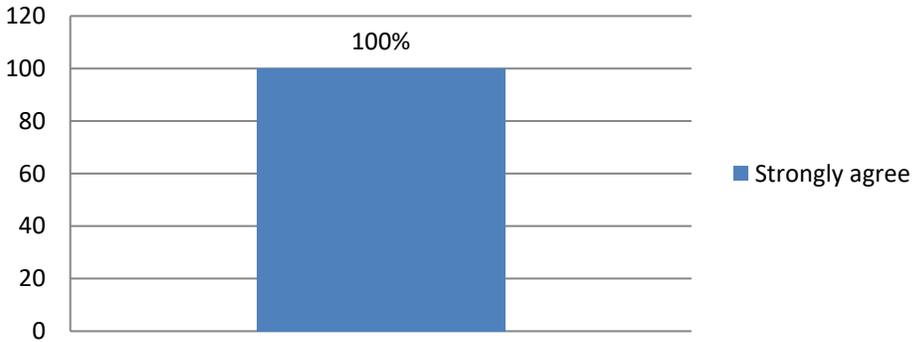
The project developed effective and innovative methodologies and advanced learning environments



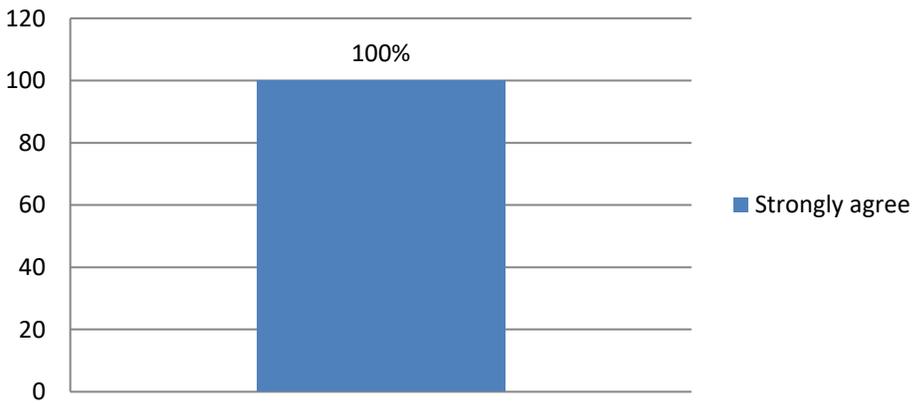
The project enabled more strategic and integrated use of ICTs



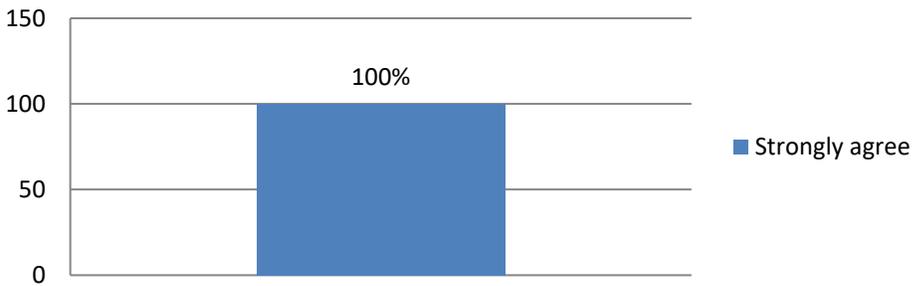
The project promoted the awareness and understanding of social inclusive practices



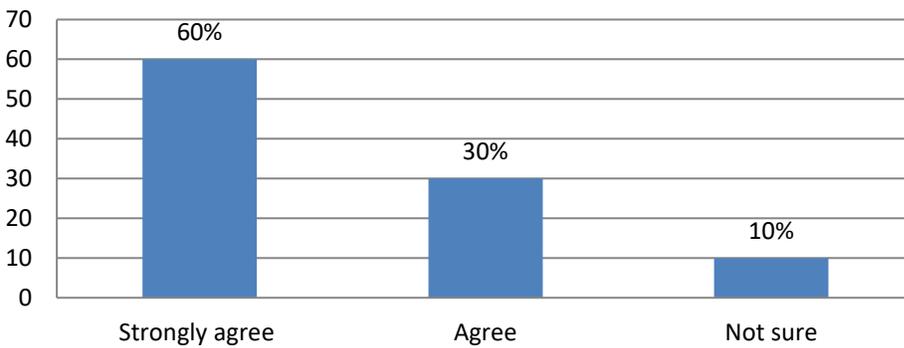
The project will reinforce interaction between practice, research, and policy



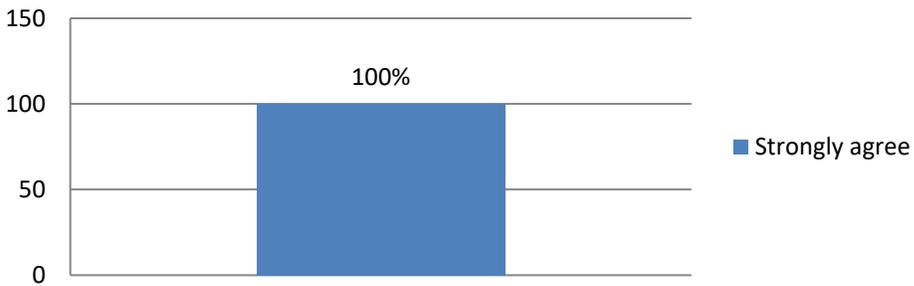
The project will stimulate interventions to support the families of children with special needs when they travel



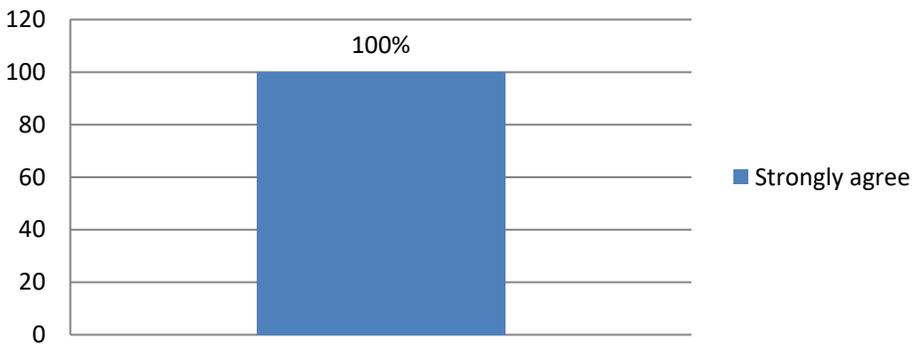
The project will help the improvement of new policies to facilitate the travels of people with special needs



The project provided the diffusion of new practices in order to develop social inclusion solutions and social innovative practices



The project provided new solution skills to families of children with special needs



The project improved the use of methodologies such as Digital Social Learning and Online collaborative learning

