**RESEARCH/ANNOTATED BIBLIOGRAPHY**

HMW design an assembly and distribution process inclusive to all PBSA students.

1. <https://www.inc.com/encyclopedia/assembly-line-methods.html>

Summary: We are looking for a production process that is characterize by multiple parallel activities that feed into a final assembly stage, this will help break down the process into parts that can be delegated to students from different levels the spectrum. Ideally, the team production process would be the easiest process to implement with this project.

HMW design a sustainable yet collaborative effort that reduces the costs of ordinary goods and is inclusive to all?

1. <https://www.goodwill.org/about-us/>

Summary: Goodwill used a smart philosophy when starting off. They went to wealthier areas, took their “trash” and trained less fortunate people to turn it into treasure. This concept has gotten them over 100 years of prosperity. We must use the same concept when working on our project, bringing long term prosperity to the students by teaching them to turn something common yet unwanted into something special and in demand.

HMW create something that is both mentally and physically stimulating (in terms of development)?

1. <https://www.autismspeaks.org/job-seekers-autism>

Summary: There are many job opportunities available for people with autism in many different industries. We should not limit ourselves to the simplest of tasks, we can split the “assembly” process into a front and back end and split the students between it based on their interests and the spectrum.

HMW incorporate a sustainable type of packaging into our final target?

1. <https://en.wikipedia.org/wiki/Sustainable_packaging>

Goals:  
Use of minimal materials – reduced packaging, reduced layers of packaging, lower mass (product to packaging ratio), lower volume, etc.[[19]](https://en.wikipedia.org/wiki/Sustainable_packaging#cite_note-19)

* [Energy](https://en.wikipedia.org/wiki/Energy) efficiency, total energy content and usage, use of [renewable energy](https://en.wikipedia.org/wiki/Renewable_energy), use of clean energy, etc.
* [Recycled](https://en.wikipedia.org/wiki/Recycled) content – as available and functional. For [food contact materials](https://en.wikipedia.org/wiki/Food_contact_materials), there are special safety considerations, particularly for use of recycled plastics and paper. Regulations are published by each country or region.[[20]](https://en.wikipedia.org/wiki/Sustainable_packaging#cite_note-20)[[21]](https://en.wikipedia.org/wiki/Sustainable_packaging#cite_note-21)
* Recyclability – recovery value, use of materials which are frequently and easily [recycled](https://en.wikipedia.org/wiki/Recycle), reduction of materials which hinder recyclability of major components, etc.
* [Reusable packaging](https://en.wikipedia.org/wiki/Reusable_packaging) – repeated [reuse](https://en.wikipedia.org/wiki/Reuse) of package, reuse for other purposes, etc.
* Use of [renewable](https://en.wikipedia.org/wiki/Renewable_resources), [biodegradable](https://en.wikipedia.org/wiki/Biodegradable) and [compostable](https://en.wikipedia.org/wiki/Compostable) materials – when appropriate and do not cause contamination of the recycling stream[[22]](https://en.wikipedia.org/wiki/Sustainable_packaging#cite_note-22)[[23]](https://en.wikipedia.org/wiki/Sustainable_packaging#cite_note-23)
* Avoid the use of materials toxic to humans or the environment
* Effects on atmosphere/climate – [ozone layer](https://en.wikipedia.org/wiki/Ozone_layer), [greenhouse gases](https://en.wikipedia.org/wiki/Greenhouse_gas) ([carbon dioxide](https://en.wikipedia.org/wiki/Carbon_dioxide) and [methane](https://en.wikipedia.org/wiki/Methane)), [volatile organic compounds](https://en.wikipedia.org/wiki/Volatile_organic_compound), etc.
* [Water](https://en.wikipedia.org/wiki/Water) use, reuse, treatment, waste, etc.
* Worker impact: occupational health, safety, [clean technology](https://en.wikipedia.org/wiki/Clean_technology), etc.

Summary: In creating a sustainable type of packaging, we want to look at the entire supply chain of the package, for that, we may have to extrapolate some data. However, it is not a end state process, we will have to continue monitor the state of the packaging and improve it where there are faults. Initial packaging goals must be outlined by the ones bulleted above

1. https://scholar.google.com/scholar?hl=en&as\_sdt=0%2C10&q=adulting+skills&btnG=#d=gs\_qabs&u=%23p%3DVkKXfW0fOY4J

Summary : Kids know how to go through a classroom routine and have basic social skills but also need to know how to use their skills in real life and practice organization and self monitoring. They must also be interdependent to modulate their emotions so they do not get flustered when they cannot figure something out. The target points across all ages is: improving quality of life, social skills, leisure activities, retention of information and natural consequences and independence.

HUMAN CENTERED INTERVIEWS

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| **WHO DID YOU MEET? (PROFESSION, AGE, LOCATION, ETC.)**  My mother, ex-OT, 50 years old, at home |

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| **WHAT WAS THE MOST MEMORABLE AND SURPRISING STORY?**  I was surprised how my mother noticed that the students are only good at one thing. She said that the students with autism often have a hyper focus to one thing and one thing only | **WHAT DID THIS PARTICIPANT CARE ABOUT THE MOST? WHAT MOTIVATES HIM/HER?**  My mother is a very people-centered woman. She cares about compassionate acts towards others more than anything. She now does home health for elders and she loves what she does. |
| **WHAT WAS INTERESTING ABOUT THE WAY HE/SHE INTERACTED WITH HIS/HER ENVIRONMENT?**  She always goes into the therapy using a set of values, she calls it RSO, routine, structure, organization. Everything she did with the students followed those values. | **WHAT FRUSTRATED HIM/HER?**  My mother was mostly frustrated with the aggressive students. She was unable to control them. |
| **WHAT QUESTIONS WOULD YOU LIKE TO EXPLORE IN YOUR NEXT CONVERSATION?**  None at this time. | |

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| **WHO DID YOU MEET? (PROFESSION, AGE, LOCATION, ETC.)**  Ana, 13 years in Applied Behavior Analysis, treats 9 months to 21 year olds. Currently in OT. Communicated through phone call. |

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| **WHAT WAS THE MOST MEMORABLE AND SURPRISING STORY?**  Ana told me about her favorite experience with an autistic student: her first one. He was a 3 year old boy and a severe SDE. He was non-verbal, hyposensitive and would pull his hair and teeth out since he didn’t feel anything. Over the course of many years, she was able to bring his speech to “near normal” and he was interacting with other students. Ultimately, he went to college and is now doing great in school. | **WHAT DID THIS PARTICIPANT CARE ABOUT THE MOST? WHAT MOTIVATES HIM/HER?**  Ana is motivated most by being able to understand the students. She goes into each therapy as optimistic as possible and tries to become their “friend” over the course of the sessions. In the long run, Ana loves gaining the students trust, this way, she can help them the most. |
| **WHAT WAS INTERESTING ABOUT THE WAY HE/SHE INTERACTED WITH HIS/HER ENVIRONMENT?**  Ana will learn about each student before meeting them by directly observing them, without being noticed. This is interesting to me, since she probably sees a side of them they don’t show when they are with her. | **WHAT FRUSTRATED HIM/HER?**  She is frustrated by the fact that most people think students with autism are nobodies. She emphasizes how autism does not intervene with knowledge or awareness, it just blocks the students understanding of the rules in the world. |
| **WHAT QUESTIONS WOULD YOU LIKE TO EXPLORE IN YOUR NEXT CONVERSATION?**  **I would like to know what Ana would do if she had an autistic child of her own. How would she try to raise him? Would she tell him that he has autism? Would she try to explain it to him?** | |

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| **WHO DID YOU MEET? (PROFESSION, AGE, LOCATION, ETC.)**  Lauren, 19, ESE teacher aid. |

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| **WHAT WAS THE MOST MEMORABLE AND SURPRISING STORY?**  A student loved racecars and knew everything about every racecar and racecar driver (hyperfocused). However, when he tried to draw one, he couldn’t do it right and got frustrated, which led him to smashing the pen onto the desk and send ink flying everywhere. | **WHAT DID THIS PARTICIPANT CARE ABOUT THE MOST? WHAT MOTIVATES HIM/HER?**  Lauren cares about helping others. She especially loves working with children and elderly people. |
| **WHAT WAS INTERESTING ABOUT THE WAY HE/SHE INTERACTED WITH HIS/HER ENVIRONMENT?**  She emphasized that she talked to them In a very cheerful and happy voice, sort of like the way you would to a small child, and repeat yourself often to get a grasp of their attention. | **WHAT FRUSTRATED HIM/HER?**  Lauren was frustrated by the lack of attention of the students. There were not many she says, but the ones that did not listen were the most frustrating. |
| **WHAT QUESTIONS WOULD YOU LIKE TO EXPLORE IN YOUR NEXT CONVERSATION?**  Would she enjoy doing something like that again? | |