AIR-P FUNDED SCHOLAR PROJECT 2022

MAPPING MY HEALTH
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OVERVIEW

▸ Intervention for young women with and without autism
▸ Exploring the impact of Mapping Assets for Postschool Success (MAPS) and the Self-Determined Learning Model of Instruction (SDLMI) on:
  ▸ Social support networks
  ▸ Self-determination
  ▸ Health and wellbeing
▸ Participatory action research—participants share back what they learn with community members
INTERVENTION COMPONENTS

- Mapping Assets for Postschool Success (MAPS)-a way to map community resources
  - Create personal maps with people, providers, and programs who might support their health goals

- Self-Determined Learning Model of Instruction-flexible instructional model for setting and monitoring progress on goals
  - Applying the SDLMI, participants use their map to identify supports, set goals, and evaluate their progress as they learn more about themselves and their community.
MAPPING MY HEALTH APPROACH

- Participant led exploration about physical, emotional, and social health

- Five principles:
  - We are all experts on our own feelings, ideas, and experiences
  - We all have strengths
  - We are all different
  - We are on a health journey
  - We can do hard things
DESIGN

- Pretest-posttest control group design with 26 young women (treatment 12, control 14) mostly ages 14-22

- Meet in-person for 9 sessions (20 hours)

- Share back what they have learned with control group and their families (skits, presentations, dance, song, poster, podcast, etc.)

- Community advisory board (siblings, self-advocates, educators, parents)
QUESTIONS FOR FEEDBACK

▸ What dissemination strategies do you think might be most effective based on your experiences?

▸ Who might be included on a future advisory board that would be beneficial?

▸ What other groups do you think might benefit from an intervention like this?

THANK YOU!

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