 

**Developing Abilities and Knowledge for Careers in Design and Engineering for Students on the Autism Spectrum by Scaling Up Making Experiences**

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Project type:​ Scale Up

Project Overview: We are co-designing and scaling up an informal maker program with educators and students in autism inclusion schools in New York City.





This is the **main takeaway** from your research to date. It should be **simplified** to one or two sentences.

**New Challenges & Next Steps**

*The original program culminated in the students 3D printing their designs. We realized that relying on this would make it challenging to scale and sustain the program so we created a new curriculum that did not involve a 3D printer. In addition, we found that the program was not challenging enough for older students, so we added a STEM mentoring component. We are testing both revisions this year.*

**Equity**

*To ensure that we are addressing equity in this project, we partnered with the autism support program in New York City public schools and their autism support PD providers at New York University. The needs of the schools, educators and students shaped the program.*

**Lessons Learned & Insights Gained**

*By co-designing maker programs with autistic students and their teachers in inclusive settings, we have created experiences that enable autistic students to learn the engineering design process, socialize with peers, and successfully complete projects based on their interests, and enable teachers and peers to appreciate their strengths and creativity.*