

Appendix D

Module 3 Gagné's Nine Events of Instruction Lesson Plan

Sensory Issues in Autistic Travelers: Accessible Airports Benefit Travelers and Tourism

Learning Series: Autism-Inclusive Travel Economy (AITE), seven modules

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Audience: Municipal leaders, city planners, and tourism commissions

Format: Module 3 Canva video, guided discovery scenario, and SurveyMonkey knowledge check

Aim: Expand learners' knowledge on how to advance municipal planning in tourism beyond ADA Compliance through the introduction of Universal Design Experiences (UDX) concepts.

Learning objectives

By the end of Module 3, learners will be able to analyze sensory challenges within real-world tourism environments such as airports; evaluate how environmental conditions contribute to sensory overload; and design practical municipal strategies to improve accessibility for autistic travelers.

Performance, condition, and criteria

Performance	Condition	Criteria
Analyze sensory challenges; evaluate the contribution of airport conditions to sensory overload; design practical municipal accessibility strategies.	After the recap and airport-environment instruction, learners consider a guided Detroit Metro-to-Myrtle Beach travel scenario and complete a SurveyMonkey knowledge check.	The video asks learners to identify next choices, supports, and resources and compare their answers with possible responses. The supplied materials do not state a scoring threshold or require submission of a municipal design proposal.

Target learners

Municipal leaders, city planners, and tourism commissions. Learners may bring different levels of experience with disability access, public transportation, tourism, and airport operations. Module 3 builds on concepts introduced in earlier modules of the seven-module AITE series. The supplied materials do not specify group size, session duration, prior survey results, or individual accommodation needs.

Gagné's Nine Events of Instruction

External Instructional Event	Internal Process	Planned Instructional Activities	Anticipated Learners' Activities
1. Gain attention	Reception: Learners attend to the Module 3 focus.	The video opens with sensory issues for autistic travelers and the effect of airport environments during air transportation. The later airport scenario makes these issues concrete.	Learners orient to the airport problem and, when the case begins, imagine the cumulative conditions facing the traveler.
2. Inform learners of objectives	Expectancy: Learners understand what they should be able to do.	The opening narration presents the objectives: analyze sensory challenges, evaluate environmental contributors to overload, and design practical municipal strategies. Slide 2 displays the objectives.	Learners hear and view the intended outcomes before the receptive-learning segment.

3. Stimulate recall of prior knowledge	Retrieval to working memory: Learners connect earlier AITE concepts to the airport lesson.	Slides 3–4 identify the receptive-learning segment and recap autism-related differences in motor skills, communication, social interaction, repetitive behaviors, and stimulation.	Learners recall prior modules and use that foundation to interpret sensory distress in transportation settings.
4. Present new content	Selective perception: Learners identify relevant environmental conditions and their cumulative effects.	Slides 4–6 describe distress affecting comfort, focus, and regulation; prolonged noise, crowds, lighting, announcements, movement, delays, unfamiliar spaces; travel through parking, shuttles, TSA, terminals, boarding, aircraft, restrooms, and dining; and possible shutdown, self-harm, meltdown, and safety concerns.	Learners watch and listen, relating environmental exposure across the travel journey to possible escalation.

5. Provide learning guidance	Semantic encoding: Prompts and examples help learners interpret and apply the content.	Slide 7 tells learners to consider environmental contributors, similar transportation barriers, and supports before escalation. Slides 9–10 offer examples of immediate supports and airport resources.	Learners use the prompts as a guide during the case and compare their initial ideas with possible supports.
6. Elicit performance	Responding: Learners practice applying the lesson.	Slide 8 places learners with a nine-year-old non-verbal autistic child at Detroit Metro after a two-hour drive. Crowded TSA lines, missing headphones, a meltdown at the gate, and a three-hour delay culminate in a pause: What are the next choices and available resources?	Learners pause and brainstorm their next move before the example responses appear.
7. Provide feedback	Reinforcement: Learners compare their response with examples.	Slide 9 asks whether learners considered quiet space, snack and drink, headphones, a comfort toy, reading, a sensory room, and TSA Cares or airport personnel. The video defines “stim.”	Learners compare their brainstormed responses with the offered possibilities. No individualized feedback is documented.

8. Assess performance	Retrieval and reinforcement: Learners complete the stated knowledge check.	Slide 11 directs learners to complete a SurveyMonkey Knowledge Check Quiz before continuing to the next modules.	Learners complete the quiz. Questions, results, and scoring criteria were not supplied for this plan.
9. Enhance retention and transfer	Retrieval and generalization: Learners carry the environmental lens into future planning.	Slides 10–11 connect the case to sensory-friendly spaces and accommodation initiatives at Detroit Metro and Myrtle Beach International, summarize the safety and human/economic implications, and point toward later AITE modules.	Learners consider how airport support and municipal planning can reduce barriers. The video does not document a separate design exercise.

Reflective comments on using Gagné’s nine events

Gagné’s model makes the transition from receptive learning to guided discovery visible. The sensory recap supplies prior knowledge; the airport content shows how distress can build across several transportation spaces; and the pause in the parent-and-child scenario asks learners to apply what they learned before seeing suggested supports.

The fit is strongest for presenting content, guiding attention, and eliciting a response. Slide 9 gives examples for learners to compare with their own ideas, but it does not provide individualized feedback. The SurveyMonkey quiz is the stated assessment, although its items and results are outside the materials documented here. The design objective asks learners to devise municipal strategies; the video introduces airport resources and broader planning implications but does not itself require a completed municipal design. Those distinctions matter when this lesson plan is used as evidence of the finished Module 3 work.

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