CONFERENCE PROGRAM AND SCHEDULE

www.kennedy-center.org/specialed
Wednesday August, 7

8:00 am – 4:00 pm  Registration

9:00 – 9:45 am  Keynote Presentation
smART: Self-Esteem-Mentoring-Accommodations-Resiliency-Thinking Differently
David Flink, founder and CEO of Eye to Eye,

**ACROSS ARTS DISCIPLINES**  Theater Lab  45 Minutes
David will share his passion for the arts in transforming the lives of students with LD/ADHD. He will tell his personal story and that of individuals who have benefitted from a national mentoring program that uses visual arts to promote self-acceptance in students with disabilities.

10:00 – 11:00 am  Concurrent Sessions
Classroom Drama as a Contextualized Language-Learning Environment
**Alida Anderson, American University; Sandra Loughlin, University of Maryland; Katherine Berry, George Washington University**

**DRAMA**  Theater Lab  20 Minutes
This study framed classroom drama as a contextualized language setting and assessed teacher and student language during lessons with and without drama in two inclusive, urban elementary classrooms. Results showed that the classroom drama lessons were associated with higher-quality teacher and student language, than were the conventional lessons. Implications for students with disabilities are discussed.

Conditions that Facilitate Music Learning Among Students with Special Needs: A Mixed Method Inquiry
**Ryan Hourigan, Ball State University**

**ACROSS ARTS DISCIPLINES**  Theater Lab  20 Minutes
The purpose of this mixed method study was to identify and define the conditions that facilitate learning in music among students with special needs. Students with special needs met once a week for ten consecutive weeks and received instruction in primary music and the other arts. Results indicated that repetition, student choice, and increased response time were considered important teaching strategies. Likewise, having in place clear directions and expectations, a behavior plan, and fostering positive atmosphere that was free of distractions were identified as important conditions that must be met for a student learning to take place.
**Impulse Control: Utilizing Dance Activities to Minimize Impulsive Behavior in Students with Developmental Disabilities**

Kara Stewart, *University of Akron*

**Research Symposium**  
**DANCE**  
**Theater Lab**  
**20 Minutes**

The purpose of this study in progress is to investigate how a structured sequence of dance/movement activities might improve impulse control skills in participants with developmental disabilities. The study seeks to evaluate the effectiveness of the call and response instructional strategy commonly found in dance pedagogy in reducing impulsivity and increasing wait time in participants.

**Constructing Arts Knowledge: Constructivist Art Explorations in an Inclusion Preschool Classroom**

Jesse White, *Virginia Commonwealth University*; Luke Meeken, *Virginia Commonwealth University*

**Lecture Presentation**  
**VISUAL ARTS**  
**Terrace Gallery**  
**60 Minutes**

During our first semester of fieldwork in an inclusion preschool environment, we encountered many opportunities for arts-based construction to support our growth as teachers and our students’ growth as art makers. Our experience being novice educators in special education spaces provides a perspective that is relevant to beginning art and/or special education teachers. This presentation will share a unit on “Construction,” and provide suggestions for adaptable activities beginning art educators can use in an inclusion environment.

**Creating Successful Learning Environment for Students with Autism**

Alayne Dolson, *VSA Montana*; Deborah Brink, *VSA New Mexico*; Susan Loesl, *Milwaukee Public Schools*

**Panel Discussion**  
**ACROSS ARTS DISCIPLINES**  
**North Atrium Foyer**  
**60 Minutes**

Three panelists from across the country (Wisconsin, New Mexico, and Montana) whose work with children on the autism spectrum spans a combined 80 plus years, will present short discussions on the creation of positive learning environment to address the learning needs of students with autism. Communication strategies, adaptations of tools and activities, adaptations to address skill development in the arts and social development will be addressed.

**Spotlighting Ability Together: An Organization and School Partnership Case**


**Panel Discussion**  
**DRAMA**  
**South Atrium Foyer**  
**60 Minutes**
Come learn how community and collaboration can result in an enriching, artistic, inclusive experience for students. This interactive case study will explore the ten-year partnership between Unified Theater, a national not-for-profit, and the West Hartford School District. We’ll outline best practices for this kind of collaboration, key implementations strategies, and impact. Audience members are encouraged to come with questions and discussion topics for the panelists.

**11:15 am – 12:15 pm**

**Concurrent Sessions**

**Fostering Resilience through Art and Literacy for Families in a Homeless Shelter**

*Donalyn Heise, University of Memphis; Laurie MacGillivray, University of Memphis*

**Visual Arts**

**Theater Lab**

**Research Symposium**

An intergenerational art and literacy program designed to foster resilience in children and their mothers, (mothers in recovery) who currently reside in an urban homeless shelter. This qualitative research uses a framework of resilience theory, focuses on strengthening protective factors and utilizes an asset-based approach to quality arts education. Insights for successful community partnerships and teaching art to children living in crisis will be shared.

**Determining Engagement: Students with Emotional and Behavioral Disorders (EBD) Utilizing Photography as a Formative, Continued Expression of Learning**

*Lawrence J. Ruich, Indiana University*

**Visual Arts**

**Theater Lab**

**Research Symposium**

20 Minutes

The purpose of this study investigates the effectiveness of a photographic lesson plan promoting school engagement for students with EBD. Domains of engagement involve behavioral, emotional, and cognitive development. It is the intent of this proposal to outline a rationale for students to participate within their social environments with the use of photography, to engage in critical analysis, examine social risk factors, and to respond to the issues or assets they identify as significant.

**Art in Institutions: The Emergence of (Disabled) Outsiders**

*Alice Wexler, SUNY New Paltz*

**Visual Arts**

**Theater Lab**

**Research Symposium**

20 Minutes

In this presentation Wexler will examine ways in which the artwork of people with disabilities is bonded in a common sociopolitical experience. She analyzes the history surrounding institutional art and the emergence of community art centers at the time of deinstitutionalization in the late twentieth century. Furthermore, Wexler will suggest that the innovative communication techniques developed in these centers could be adopted within all art programs and inclusive classrooms that serve disabled students, particularly non-verbal learners.
Art Therapy and Special Education: Augmentative and Alternative Communications (AAC)/Assistive Technology Techniques for Students across the Autism Spectrum
Simone Alter Muri, Springfield College; Emmanuel T. Vincent, PinkGrape Consulting, LLC

Lecture Presentation
VISUAL ARTS Terrace Gallery 60 Minutes

This lecture will acquaint participants with innovative ideas and tools in Augmentative and Alternative Communications (AAC)/Assistive Technology (AT) solutions from the field of art therapy and special education; describe differences between art therapy and art education; provide integrative techniques art therapy and special educators can introduce in the classrooms; describe appropriate AAC/AT hybrid tools for seamless classroom integration to improve practice and assist students on the spectrum.

Arts in Universal Design for Learning
Judith Chalmer, VSA Vermont; Melinda White Bronson, VSA Vermont; George Gonzalez, Burlington City Arts; Judy Klima, Integrated Arts Academy; Laura Greve, IntegrateArts Academy; Gavin Wallace, IntegrateArts Academy; Susan Edelman, University of Vermont Center for Disability and Community Inclusion

Panel Discussion
ACROSS ARTS DISCIPLINES North Atrium Foyer 60 Minutes

A classroom teacher, lead artists, school arts coordinator and project evaluator will discuss how an urban elementary school with high rates of poverty and ESL has used co-teaching to improve teachers’ skills in using the arts to support engagement of students. The project includes modeling by visiting artists and post-artist-residency coaching of teachers by a University of Vermont consultant in UDL, and assessment by a consultant through UVM’s Center for Disability and Community Inclusion.

Erasing the Line between Professional Development and Teaching Practice in the Arts and Special Education
Nancy Ng, Luna Dance Institute; Alisa Rasera, Luna Dance Institute

Lecture Presentation
DANCE South Atrium Foyer 60 Minutes

There is no division between professional development and teaching artist practice, just as there should be no division between teaching methods used with general education and special education students. This session investigates the relationship between inclusive arts education practice, professional development, and the role of the teaching artist as inquirer and professional learning facilitator.

12:15 pm – 1:15 pm LUNCH Keynote Presentation - TBA
Concurrent Sessions

1:15 pm – 2:15 pm

Teaching Ignites a Passion for Learning
Lynne Horoschak, *Moore College of Art & Design*

**VISUAL ARTS**

This presentation, through words and images, will relate the stories of various people, places and circumstances that influenced the design of a unique MA in Art Education with an Emphasis in Special Populations. In addition, the research, analysis, and conclusion from the graduates’ theses writings and the impact the research has made in schools and districts will be shared. The presentation will be followed by research reports from three students in the Moore College program.

**Research Symposium**

Art Education through the Social Justice Lens: Improving Critical Thinking and Social Skills in Students with Emotional and Behavioral Disorders
Deborah Deery, *Moore College of Art & Design*

**VISUAL ARTS**

A social justice art curriculum can provide the vehicle to introduce students with Emotional and Behavioral Disorder (EBD) to writing strategies, thinking critically about their community, art history and their art work, while attaining social skills. As culturally aware art educators, we have an opportunity to introduce and teach students through art that is relevant, rich in diverse culture and history, while fostering skills in typical students and students with EBD.

**Research Symposium**

Language, Literacy Skills and Visual Literacy: A Study of the Acquisition of Language and Literacy Skills by Special Education Students and English Language Learners (ELL) Gained in the Art Education Classroom
Kim Gavin, *Moore College of Art & Design*

**VISUAL ARTS**

This action research study proposed to use the strengths of special education and English language learners (ELL) in the art classroom to transition and enhance language acquisition and literacy skills into general education classes through cross-curriculum encounters in the art room. This study looked at student learning styles and focused on hands-on, kinesthetic learning experiences. By creating successes in the art room, students gain confidence, which was transferred with positive results into other educational settings.

**Research Symposium**

Building Self-Efficacy and Self-Regulated Learning in Students Identified With Having an Emotional Disturbance through Visual and Graphic Art
Tina Matczak, *Moore College of Art & Design*

**Research Symposium**
This qualitative action research study served two purposes. First was to show how students that are identified with having an Emotional Disturbance (ED) can develop self-esteem through art as a medium of engagement and curricula. Secondly, to explore various ways art pedagogy can improve the functional and social skills for students who are identified with an Emotional Disturbance (ED). The findings presented in this study confirmed that visual and graphic arts played a significant role in increasing the level of self-efficacy and self-regulated learning in students identified with an Emotional Disturbance (ED).

Giving Voice through Graphic Design Mentorship
Damon McLeese, VSA Colorado

This presentation provides the framework for VSA Colorado’s Giving Voice Partnership program. Giving Voice is the annual poster design collaboration between VSA Colorado and AIGA Colorado. Now in its sixth year, the program matches graphic designers and teen with disabilities for a multi-session poster design and mentoring project, which culminates in a gallery exhibition and travelling show.

Popular Culture as a Teaching Tool for Students with Disabilities
Richard Mehrenberg, Millersville University

Popular Culture as a Teaching Tool for Students with Disabilities will give participants an understanding of why select forms of popular culture targeted to youth (video games, movies, and music) can be successfully utilized in the classroom. The participant will also learn why popular culture is an especially effective teaching tool for students with disabilities. The presentation will conclude with numerous instructional examples, time for questions, and idea swap among audience members.

Where the Wild Things Are: Movement Based Theatre as a Tool for Developing Social and Communication Skills in an Inclusive Classroom
Olivia Karoalis, UCPla; Jaime Reichner, UCPla

This workshop seeks to share multi-modal teaching methods that elicit the strengths and abilities of ALL students. Using the story, Where The Wild Things are for inspiration, teachers will learn inclusive practices and new ideas on how to include students with disabilities in the creation and performance of dance theatre that develops their social and communication skills alongside their typically developing peers.

2:30 pm – 3:30 pm Concurrent Sessions
What Do We Know and How Do We Know It: What Is Published at the Intersection of Special Education and Arts Education?

Jean B. Crockett, University of Florida

**Research Symposium**

**ACROSS ARTS DISCIPLINES**

Theater Lab

20 Minutes

In light of inclusive educational policies, this session examines the extent to which recent content in educational journals addresses diversity, teamwork, and accountability with reference to the arts in educating students with disabilities. Visual displays are used to illustrate a journal analysis of topics and types of articles published in educational journals addressing the intersection of special education and arts education from 2002 through 2012.

Research and Evaluation of the EASE Program: Impact on Students and Teachers

Dr. Rob Horowitz, Arts Research

**Research Symposium**

**ACROSS ARTS DISCIPLINES**

Theater Lab

20 Minutes

After two years of evaluation of the EASE i3 grant to NYC’s District 75, there is compelling evidence of the program’s effects on students and teachers. Students made significant gains in communication and socializations skills, time on task, classroom engagement, and arts proficiency. Teachers gained new skills in using the arts to engage students with varied disabilities. Results of the first two years of the study will be presented, along with implications for the field.

Supporting Youth with Autism through the Arts: An Ohio Research Initiative

Erin Hoppe, VSA Ohio

**Research Symposium**

**ACROSS ARTS DISCIPLINES**

Theater Lab

20 Minutes

How can a State Arts Agency better support young people on the Autism spectrum? A 2012-13 research initiative led by VSA Ohio and funded by the Ohio Arts Council sought answers. A literature review, constituent survey, and three facilitated round table discussions inform findings and next steps.

In the Footsteps of the WPA: Bridging Generations and Uniting a Community through Art

Adrienne D. Hunter, NAED/ Special Needs in Art Education

**Lecture Presentation**

**VISUAL ARTS**

Terrace Gallery

60 Minutes

An art teacher with 35 years of experience working with homeless children, and children experiencing personal traumas, shares her WPA Mural Project with suggestions for special education adaptations, motivation, and
classroom management. The presentation will include anecdotes and artwork produced by students, through school-wide interdisciplinary projects and through multi-agency partnerships.

**Better Partnering for a Creative Outlook on Learning**

Katherine Blair Kotrc, *VSA Massachusetts*; Nicole Agois Hurel, *VSA Massachusetts*

**Lecture Presentation**

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<td><strong>Thinking about starting a partnership or have questions about your current arts partners?</strong> Join VSA Massachusetts to learn about how we partner with schools to support inclusion through the arts. By exploring our COOL Schools model we discuss best practices and give attendees a chance to reflect on their current partnerships.</td>
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**Engaging the ADD/ADHD Student with Dance Notation in a Creative Movement Setting**

Danielle Bazinet, *the Sage School*

**Experiential Session**

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<td><strong>As a creative movement teacher for over ten years, I have worked with many different kinds of students. I have seen students who are engaged in movement, others who are not, and some who are so energetic and overstimulated that they can’t focus on movement in any context. In this presentation participants will be introduced to a dance notation unit for ADD/ADHD students through video, documentation and the opportunity to try a few shortened assignments.</strong></td>
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3:45 pm – 5:15 pm

**i3 EASE: Everyday Arts for Special Education**

Kathy London, *New York City Department of Education*; Sita Frederick, *Manhattan New Music Project/Urban Arts Partnership*

**Experiential Session**

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<td><strong>Everyday Arts for Special Education (EASE) is a research-based teaching methodology designed to improve student achievement in the areas of communication, socialization, academic learning, and arts proficiency through integrated, arts-based approaches. EASE is currently being researched through a US Department of Education Investing In Innovation (i3) award; in 2010, EASE was one of 49 projects awarded funding, selected from 1700 applications nationwide. Learn more about EASE in this interactive workshop.</strong></td>
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**Visual Literacy Strategies and Special Education**
Linda Friedlaender, Yale Center for British Art; Jaime Ursic, Yale Center for British Art; Jennifer Kowitt, Yale University; Patricia Darragh, Northford Public Schools

**ACROSS ARTS DISCIPLINES**  
Terrace Gallery  
60 Minutes

This session examines visual literacy as the foundation for a multi-faceted program to support students with disabilities, their families, and teachers. Empirical research by the Yale Center for British Art into teaching transferable skills through observation instruction led to the development of an alternative classroom model providing teacher training and family support in visual literacy strategies. These strategies have impacted instructional practices and student understanding of literary and visual texts, and social thinking and skills.

**Practical Strategies from Three Perspectives: Melding Arts Education and Special Education**  
Amy Furman, Minneapolis Public Schools; Jean M. Nemeth, Cheshire Public Schools; Cathy Knoll, Music Therapist/Teacher Consultant

**MUSIC**  
North Atrium Foyer  
60 Minutes

Inclusion is often easier said than done. This workshop provides a wealth of tried-and-true strategies for teachers to implement every day in the classroom to maximize learning for all students - those with special needs as well as typical learners. The presenters are music therapists and music educators with many decades of experience working with regular education teachers, special educators, and arts educators in rural, suburban, and urban school districts across the country.

**Developing Curricula and Assessment Tools for the Physically Integrated Dance Class**  
Mark Tomasic, Dancing Wheels Company & School/Santa Monica College; Mary Verdi-Fletcher, Dancing Wheels Company & School; Catherine Meredith Lambert, Dancing Wheels Company & School

**DANCE**  
South Atrium Foyer  
60 Minutes

This workshop led by dance educators from the Dancing Wheels Company & School will focus on developing curricula and assessment tools for the physically integrated dance class with emphasis on the inclusionary pedagogic practice of translation. Translation encourages dancers to identify the goal of a movement and work toward achieving that goal through appropriate physical engagement, individual exploration and community building activities. Participants will explore translation through warm-up, center and across the floor movement combinations.

**Thursday August, 8**

8:00 am – 4:00 pm  
Registration
### Opening Session

**Arts Education at the Crossroads: National Core Arts Standards for All Learners**

Michael Blakeslee, Richard Burrows, Sue McGreevy, Jim Palmarini, Robert Sabol and Deb Hansen

**Panel Discussion**

**ACROSS ARTS DISCIPLINES**

Theater Lab  
60 Minutes

NCCAS, a broad coalition of stakeholders, is developing new PK-12 national voluntary arts standards that are research-based, driven by 21st century skills, and connected to Common Core State Standards. A panel of experts will present the design, structure, and content of the new standards. The educational needs of all learners will be discussed by engaging audience members with panelist. This session gives the attendees a unique opportunity to inform standards development prior to release.

### Concurrent Sessions

**Stars on the Spectrum**

Samantha Peller, *Phoenix House Foundation*

**Lecture Presentation**

**DRAMA**

North Atrium Foyer  
30 Minutes

A Licensed Creative Arts Therapist reveals the joys and challenges of creating an innovative performing arts educational program at an NYC school for students on the autistic spectrum. The presenter will share her journey designing and implementing arts curricula with goals of instilling life skills such as trust, teamwork, social skills, language and communication skills and listening skills. This work culminated in the school’s first ever winter holiday performance that included over 137 students. Video clips of this performance will be shown and discussed.

**Performance: Raising the Curtain on Development**

Bonny Gildin, *All Stars Project Inc.*; Patricia Woosley, *Art Stream Inc.*; Sari Hornstein

**Lecture Presentation**

**DRAMA**

North Atrium Foyer  
30 Minutes

The relationship between performance and development is underrated. This presentation offers evidence that performance is a hugely successful means to helping people go well beyond their perceived limitations. All Stars Project has developed a performance based, after school model of creative interventions that takes poor, urban youth with few hopes and opportunities and simultaneously transforms their expectations and their performance. ArtStream, a similar innovative program for children with intellectual and developmental disabilities, has succeeded in doing the same and will also be discussed.
**Sharing the Art Room: Training, Mentoring, Collaborating, and Problem Solving With Para-Educators/Teacher Aides**

Doris M. Guay, *Independent Consultant*

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<td>This session addresses the needs of art teachers and para-educators as they team to bring learning to all students in the art classroom. I will share ideas to assist teachers in choosing whether or not to work with a para-educator, the common responsibilities of para-educators, art teacher leadership and communication. Time will be allocated for questions and discussion.</td>
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**Arts Assessment for the Exceptional Child**


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<td>Successful modeling and coaching sessions were recorded with teachers, paraprofessionals and students with disabilities to enable participants to observe context-specific student responses to learning activities. Professional development sessions included reflection and dialogue sessions where teachers could apply adaptive assessment of instruction and arts education content knowledge from a number of perspectives.</td>
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**Fostering Self-Determination in Music Settings with Children with Disabilities**

Alice-Ann Darrow, *Florida State University*; Mary Adamek, *University of Iowa*; Judith Jellison, *University of Texas at Austin*

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<td>An understanding of one’s strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination. Self-determination is prominent in special education practices where children learn component elements of self-determined behavior such as choice-making, problem-solving, self-awareness, and self-regulation. This session will focus on component elements of self-determined behavior and how they can be integrated into the practices of arts educators who work with children with disabilities.</td>
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**11:15 am – 12:15 pm**

**Concurrent Sessions**

**Timmy and the Bard: Understanding Disability Studies Through the Works of Shakespeare and Modern Television**

Jan W. Valle, *City College of New York*; Jennifer Katona, *City College of New York*

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This workshop explores the intersection of theatre and disability as a means to understand disability and situates inclusive practices within the theatre arts context. Participants will consider representations of disability in drama and television—examples of curriculum used to prepare graduate students in educational theater to teach students with disabilities.

The Art Ed Lab School: Providing Concept-Based, Inclusive Curricula for Students with Diverse Needs
Arlene Black Mollo, University of Massachusetts Dartmouth

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This visual, interactive presentation examines an on-going 12-year Partnership between an inner-city school and the University of Massachusetts Dartmouth’s graduate and undergraduate visual art pre-service programs. The session gives focus to ways diverse learners and pre-service teachers can be encouraged to use visual arts for individual expression in inclusive classrooms.

Understanding and Practicing Special Education within Pre-service Teacher Education: Four Perspectives on Inclusive Art Classes
Borim Song, East Carolina University; Cynthia Bickley-Green, East Carolina University; Beth Gosnell, East Carolina University; Gabriel Sclafani, East Carolina University

**VISUAL ARTS**

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This panel discussion featuring four presenters explores how to train pre-service art teachers in university teacher education programs to be fully prepared to work with children with special needs in their future teaching career. The teaching and learning practices in the Art Education program at School of Art and Design, East Carolina University, located in Greenville, NC, will be highlighted, focusing on both professors’ perspectives and college students’ perspectives.

Education is "ACTION": Teacher Preparation and Practice in the Arts and Special Education
Andrew D. Ryder, Seattle Pacific University; Debra Hudson, Seattle Pacific University; Jennifer Martin, Edmonds School District; Kelly Hui, Edmonds School District

**ACROSS ARTS DISCIPLINE**

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We believe that learning is ACTION, for students and teachers at all levels and of all abilities. Arts practice and special education insights remind us that the best learning is Active, enhances Communication, requires us to Think differently, is Individualized yet community-building, remains Open to possibilities, and that this approach is absolutely Necessary. In this session, we will discuss how arts education and special education work together, from teacher preparation through classroom teaching.
Creating Inclusive Music Classrooms through Universal Design for Learning
Rhonda Vieth Fuelberth, University of Nebraska-Lincoln; Linda Laird, University of Nebraska-Lincoln

**MUSIC**
South Atrium Foyer
Lecture Presentation
30 Minutes

This session offers proactive strategies for curricular planning, and practical solutions for implementing instructional techniques that have the flexibility to meet the needs of all students in the music classroom. Employing the principles of Universal Design for Learning, participants will discover strategies to provide access to musical skills and concepts, to create various ways students can demonstrate what they know, and to explore ways to motivate students to learn.

The Importance of an Inclusive Music Therapy Group on the Overall Education of Students with Special Needs
Angela Guerriero, Tempo! Music Therapy Services

**MUSIC**
South Atrium Foyer
Lecture Presentation
30 Minutes

The importance of providing quality inclusive music therapy experiences that engage young children with special needs and their typically developing peers will be discussed. Participants will engage in music experiences that address social and educational goals for the students in the music therapy group.

12:15 pm – 1:15 pm  **LUNCH**  

Adapting a New Creativity Assessment Instrument for Use by Children with Autism
James Catterall, Centers for Research on Creativity

**ACROSS ARTS DISCIPLINE**
Atrium
Keynote Presentation
60 Minutes

The Center for Research on Creativity is piloting assessment designs for about fifty students with autism at a New York City elementary school. We are using our recently developed Next Generation Creativity Survey (NGCS), as adapted for autistic participants, along with observations of classes, rehearsals, and performances and interviews with teachers. The presentation will discuss creativity assessment strategies generally and for autistic students along with study results, and promote participant discussions of why and how this work might be improved and disseminated. Participants will receive copies of instruments.

1:15 pm – 2:15 pm  **Concurrent Sessions**

TheatreBridge: Visual Theatre and Literacy
Tim McCarty, Quest Visual Theatre; Erica Siegel, Quest Visual Theatre

**DRAMA**
North Atrium Foyer
Experiential Session
60 Minutes

Using selections from work by Shel Silverstein, this workshop encourages participants to explore physical interpretations to poetry. The process enhances the participant’s acting skills and their access to the text. The
Presenters will provide an overview of what Quest and the Maryland School for the Deaf are doing with the TheatreBridge grant and visual theatre. Participants will learn a variety of visual theatre games and they will apply what they have learned to visually interpret poetry. Participants will then engage in a discussion about how they can apply Quest’s visual theatre arts integration approach to their own classrooms.

**Spytoons: The Amazing Case of Brian**  
Mark Graham, *Brigham Young University*  
Lecture Presentation  
**VISUAL ARTS** Terrace Gallery 30 Minutes  
An art teacher often gathers unique insights into how schools can fail or fulfill their objectives through the eyes of special education students. This presentation will explore these student perspectives on learning and examine their implications for teaching and learning for special needs students. It will also examine in detail Brian’s story as he navigated school and how art was able to give him a voice to express a rich world of ideas.

**IDEA <--- Empowerment through Difference <--- Find Card Strategies**  
Karen Keifer-Boyd, *Pennsylvania State University*; L. Michelle Kraft, Lubbock Christian University  
Lecture Presentation  
**Visual Arts** Terrace Gallery 30 Minutes  
In this presentation, we investigate the concepts of empowerment, through fostering engaged citizenry, found in the Individuals with Disabilities Education Act (2004). We present Find Cards, a differentiated curricular strategy in visual arts education that integrates assessment with learning as interactive practice for the inclusive art class. Through Find Cards, students are empowered to share their art with one another in a way that cultivates fully participatory self-determination and self-advocacy as envisioned by federal law.

**The Teaching Artist Training Institute: Best Practices**  
David Marquis; *Marquis Studios*; Alan Nunez, Marquis Studios; Robert Horowitz, *Columbia University*; Stephen Yaffe, *Board of the Association of Teaching Artists*  
Panel Discussion  
**ACROSS ARTS DISCIPLINES** Theater Lab 60 Minutes  
For six years the TATI program has provided meaningful professional development to arts educators working with students on the autism spectrum. We want to share the ups and downs of creating a program like TATI, and how essential collaboration between the staff at the school and the teaching artists was to its creation and implementation. We believe we can inspire others to undertake their own collaborations between school staff and arts educators to create meaningful PD programs.
Fostering Musical Development in Children and Young People with Complex Needs: The Sounds of Intent Project
Adam Ockelford, Roehampton University; Graham Welch, University of London; Evangelos Himonides, University of London

Panel Discussion
MUSIC South Atrium Foyer 60 Minutes
The presentation will focus on a major national, decade long UK research project Sounds of Intent, which has been designed to mapping musical behaviors and their development in children and young people with complex needs (i.e., severe and profound and multiple learning difficulties). Multi-faceted data will be presented on the eighteen months of user engagement with the project’s new web-based framework.

2:30 pm – 3:30 pm Concurrent Sessions
Maximizing Strengths through Drama Games
Lisa Dennett, I.D.E.A.S. (Interactive Drama for Education and Awareness in the Schools)

DRAMA North Atrium Foyer 60 Minutes
Drama games can be used for teaching students about warming up and ensemble-building in theater. They can also be used to assess student dynamics and individual strengths. By looking at drama games with an eye for strengths and ways to work on weaknesses (we all have both!) without changing the fun and dramatic arts learning we will begin to realize just how valuable something called a “game” really is. This workshop is highly interactive.

Visual Art Instruction to Students with ADHD and Autism: One Outstanding Teacher’s Story
Juliann B. Dorff, Kent State University; Linda Hoeptner Poling, Kent State University

VISUAL ARTS Terrace Gallery 30 Minutes
This presentation provides an overview of best practice teaching uncovered during a six-week case study of a visual art educator that is highly effective teaching students with autism and ADHD. Qualities of this teacher’s disposition, instructional strategies, and overview of his art lessons appropriate to the secondary level are shared.

Emotional Literacy through Art: Reaching Kids with EBD
Sophie Lucido Johnson, Langston Hughes Academy/ KidSmart

VISUAL ARTS Terrace Gallery 30 Minutes
Artistic integration offers a gateway to accessing important skills that are severely lacking for children who have been identified as having Emotional and Behavioral Disturbances. The specific skills I've targeted are teamwork, emotional expression, emotional vocabulary, and tools for conflict resolution. In partnership with KidSmart, I've been able to use visual arts, theatre, and music to create a series of lessons that is culturally relevant, experiential, and differentiated. In each lesson, students are challenged to take ownership of their learning through active engagement, and can learn skills to break patterns of behavioral disruptions and effectively begin to deal with trauma.

**Demonstrations of Practice Using Arts Integration in Special Education: Voices from the Field**


**Panel Discussion**

**ACROSS ARTS DISCIPLINES**

This panel of special educators synthesizes action research done in their special education classroom settings grades 4 through 8. Through the integration of drama, dance and film in content area classes, students improved their linguistic and mathematic abilities, gained deeper understanding of the content and concepts of literature, demonstrated cognitive and affective engagement, and increased their ability to focus.

**Using Collaboration and Music Therapy Techniques to Teach Music and Communication Skills in Children with Disabilities**

Peggy A. Farlow, MAE, MT-BC, *Farlow Music Therapy Services*

**Experiential Session**

**MUSIC**

Collaboration between Music Therapists, Music Educators and Special Educators will be discussed as a means to teach music and communication skills to children with disabilities. This presentation will address specific music therapy techniques incorporating “Joint Attention” and “Structured, Yet Functional Interventions” to improve both communication and music skills in children with disabilities. Attendees will be encouraged to participate in actual music experiences designed to demonstrate presentation concepts.

**Creative Theater Art Making in Special Education and Inclusive Classrooms**

Fran Sillau, *WhyArts Inc.*; Susan D. Loesl, *Milwaukee Public Schools*

**Experiential Session**

**DRAMA**

3:45 pm – 5:15 pm
Theater processes combined with art making processes can provide some truly unique learning opportunities for students with disabilities. When students are presented with materials that reach them on multiple sensory levels (visual, kinesthetic, auditory), the student engagement with the materials and theme also tends to be more involved and depth oriented. Adaptive strategies and materials for theater and art making will also be explored.

**Gaining Access through Arts Integration: Literacy Instruction for Students with Severe Disabilities**

Susan D. Johnson, *Mercyhurst University*

**VISUAL ARTS**
Terrace Gallery
Experiential Session
60 Minutes

This experiential workshop introduces participants to, and demonstrates the partnership between, the principles of Universal Design for Learning, arts integration, and differentiated instruction when teaching literacy to students with severe disabilities. The process of adapting curriculum and leisure-reading texts so that students with severe disabilities can access them and comprehend them is described and modeled. Participants in this session will be able to view numerous examples of completed adapted books, as well as, take home a bag of sustainable resources for them to use when adapting their own texts.

**Movement Program for Children with Disabilities**

Ellen Kogan, *Occupational Therapist*

**DANCE**
Atrium
Experiential Session
60 Minutes

This workshop is based on a Movement Program created for children with Autism Spectrum Disorder and other neurological disabilities by a professional dancer turned occupational therapist. The curriculum draws on 5 disciplines: 1) Dance, 2) Dance Therapy, 3) Occupational Therapy, 4) Lincoln Center Institute for the Performing Arts, and 5) Laban Movement Analysis. Comfortable clothing is recommended as we will explore the underlying skills that are necessary for functional movement. Session is limited to 30 people.

**Constructive Curricula for Students with Exceptionalities: Creating Positive Learning Environments**

Ryan Hourigan, *Ball State University; Alice Hammel, Virginia Commonwealth University*

**ACROSS ARTS DISCIPLINES**
South Atrium Foyer
Experiential Session
60 Minutes

Art Educators often find it difficult to adapt curricula for students with exceptionalities. In addition, recent mandates and school reforms initiatives make it more difficult for arts educators to meet the needs of the all students in the art education. This session will examine curriculum and assessment strategies that are student-focused and flexible within current educational trends. In addition, this session will focus on maximizing the many interests and entry points for students with special needs in arts programs. Specifically presenters will look at constructivist models for inclusion in music education.