WAKE ARTS INCLUSION PROJECT

August 2017 - August 2018
TODAY’S AGENDA:

THE IDEA

PLANNING

PILOT PROJECT

CASE STUDIES
THE IDEA
Arts Access was founded in 1982 and is dedicated to increasing access to North Carolina's thriving arts community for children and adults with disabilities.

**Arts Access provides:**

+ accessibility resources
+ advocacy and training to arts and educational organizations
+ audio description services to performing arts venues
+ resource-based website and social media

[www.artsaccessinc.org](http://www.artsaccessinc.org)
• If the project is worth doing, find a way to fund it!
• Funding partners = relationship-based
Wake County
- 2nd most populous county in NC (1 million +)
- 12 municipalities
- Gains 63 new residents / day
WCPSS - Wake County Public School System

- WCPSS official Twitter once called “sassy” on Buzzfeed
- Largest school district in North Carolina (183 Schools)
  - 160k students
  - 32% students in free and reduced lunch program
  - 13% students receiving SPED services
The arts are good for kids!
The arts are good for kids’ mental and socio-emotional well-being: identity development, self-esteem, friendship and relationship-building.

Kids with disabilities don’t get enough access to art!
Kids with disabilities aren’t meaningfully included in arts opportunities at the same rate as their peers without disabilities, in both school and out of school time settings.
PLANNING
Establishing a project advisory committee:

+ Parent of a young person with autism, Judy Clute
+ WCPSS Arts Coordinator, Freddie Lee Heath
+ WCPSS SPED Senior Admin, Mindy Demchak
+ United Arts Council of Wake County, Ragen Carlile
+ Project Consultant, Maggie Clay Love
+ Arts Access Board Chair + Cultural Arts Org Representative, Brandon Cordrey
+ Project Evaluation Consultant, Steve Day
+ Child Mental Health Specialist, Warren Ludwig
Collecting Data: The 2016 Survey
THE PLANNING PHASE

Where Did We Start?

With the evaluation questions -

A. What leads WCPSS to consider this work a priority or not?
   And to what degree are we impacting that prioritization?

B. What leads CCOs to consider this work a priority or not?
   And to what degree are we impacting that prioritization?

C. What appears to make schools/CCOs successful implementing inclusion strategies?

D. Which elements of our training and support are most impactful?
THE PLANNING PHASE

Implementation Plan served as a Framework
- Activities
- Outcomes
- Timeline

Evaluation Plan served as a Data Map
- **what** data to collect
- **when** to collect data (immediately post-workshop, 6 weeks post-workshop)
- **where** to collect the data (in-person, digitally, etc)
THE PILOT PROJECT PLAN:

WORKSHOP SERIES

INTENSIVE SUPPORT - 2 SCHOOLS

INTENSIVE SUPPORT - 2 CULTURAL ARTS ORGS

PILOT PROJECT
**LINCOLN HEIGHTS**

**TASK FORCE MEMBERS**
- Principal
- Assistant Principal
- Admin Intern
- Music Teacher
- Visual Art Teacher
- PE Teacher
- Media Specialist
- 2 Environmental Inquiry Teachers
- 6 Special Programs Teachers

**ROGERS LANE**

**TASK FORCE MEMBERS**
- Principal
- Assistant Principal
- Music Teacher
- Visual Art Teacher
- 5 Special Programs Teachers
- Arts Coordinator/Coach
- 4 C’s Coordinator
RALEIGH LITTLE THEATRE

TASK FORCE MEMBERS
Executive Director
Board Leadership
Director of Education
Associate Director of Education
Business Manager
Marketing Manager
Production Manager

ARTSPACE

TASK FORCE MEMBERS
President & CEO
Board Leadership
Operations & Finance Manager
Education & Outreach Coordinator
Program Assistant
### WORKSHOPS

<table>
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<tr>
<th>Month</th>
<th>Workshop</th>
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<tbody>
<tr>
<td>September</td>
<td>Arts Inclusion Foundations for Teachers</td>
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<tr>
<td></td>
<td>Inclusion Foundations for CCOs</td>
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<tr>
<td>October</td>
<td>Ideas for Art + Music Educators</td>
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<td>Accessibility Basics for CCOs</td>
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<tr>
<td>November</td>
<td>Planning a Sensory-Friendly Event</td>
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<tr>
<td>December</td>
<td>Planning for Arts Summer Camps</td>
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<tr>
<td>March + May</td>
<td>Inclusive Arts Camp Training</td>
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</tbody>
</table>
Arts inclusion and differentiated instruction overview for arts educators.

LEARNING OUTCOMES:

● An understanding of inclusive education as it relates to federal special education law and the arts classroom.
● Recognize and understand IEPs and the importance of using information to guide instruction.
● Recognize the need to provide differentiated instruction in arts education for children with disabilities.

2 SESSIONS HELD:
Thursday, September 7, 2017 | 5:00 - 8:00 PM
Saturday, September 9, 2017 | 9:30 AM -12:30 PM
I had a great time at the workshop and put some ideas into action with my two ID mod classes this week.
FOUNDATIONS of INCLUSION
PATHWAY to POSITIVE BEHAVIOR

Inclusion basics for cultural community organizations that serve children.

LEARNING OUTCOMES:

● How to use respectful, positive & person-centered language.
● How to create environments that offer positive behavior support to children with behavioral challenges.
● Understand the philosophy and importance of inclusion.

Wednesday
September 27, 2017
9:30 AM - 2:00 PM
WAIP IDEAS: ART & MUSIC

Practical accommodations for art & music teachers.

LEARNING OUTCOMES:
● Understand how to use common accommodations for children with disabilities in a music education setting.
● Understand how to use common accommodations for children with disabilities in an arts education setting.

Wednesday
October 18, 2017
5:00 - 8:00 PM
“Usually I look at the clock during workshops, but for this one I would’ve stayed all night!”
Understanding the ADA’s impact and application.

LEARNING OUTCOMES:

● How to use respectful, positive, person-centered language.
● Understand the basics of the Americans with Disabilities Act (ADA) and how it relates to cultural arts.
● How to be respectful and helpful when providing assistance to someone with a disability.
● How to provide common accommodations for people with disabilities.
“Q&A with panelists was awesome. I didn’t have to worry about saying the wrong thing... We could put it all out there.”
A Toolkit for planning sensory-friendly performances.

LEARNING OUTCOMES:
● Understand the components of sensory friendly supports and how they can be used
● Understand the support needs of children with autism.
● Understand the myths, misconceptions and facts about autism.

Monday
November 6, 2017
1:00 - 3:00 PM

SENSORY-FRIENDLY & RELAXED EVENTS

JUDY Clute
Autism Society NC

OLIVIA Chisholm
Occupational Therapist

SARAH Deiner
Children's Theatre of Charlotte

TIFFANY Malory
DPAC’s Grinch Production

CORRIE MacNeil
Marbles Kids Museum
Q&A
(and Workshop Evaluations)
“I really needed that autism overview. I had no idea.”

“This workshop was eye-opening.”
How to get the best info from parents to better serve campers.

LEARNING OUTCOMES:
- Understand the importance and benefit of being inclusive and welcoming to campers with disabilities.
- Understand key principles in inclusive program planning.
- Identify an action plan for successfully including all campers.
- What you can and can't ask parents.
- Refining registration forms to ask the right questions!
Hearing what questions other organizations ask on their registration forms was incredibly helpful!
INCLUSION FOR ARTS SUMMER CAMPS

Strategies for teaching artists at summer camps.

LEARNING OUTCOMES:
- Understand positive behavior support strategies
- Understand the what and why of inclusion
- Strategies to help ensure success of children of all abilities in your program

JENNA Tartleton
Childhood Services Manager
Community Partnerships

2 SESSIONS HELD:
Saturday, March 24, 2018
12:00 - 2:00 PM
Saturday, May 19, 2018
2:00 - 4:00 PM
It made me reflect on how I teach and ways I can always improve not just in the classroom but day to day interactions with all people.
WORKSHOP IMPACT

Cultural Arts Orgs
17 people from 6 municipalities
12 people from 5 Museums
5 people from the state and local arts councils
24 people from Visual Arts Orgs
2 people from Dance Orgs
24 people from Theatre Orgs
15 people from Music Orgs
10 people from Misc. Arts/Ed Orgs

Schools
63 people from 27 Elementary Schools
6 people from 6 Middle Schools
2 people from 2 High Schools
2 people from Independent Schools + Higher Ed
WAIP Workshop & Presenter Satisfaction by Session

Workshop 1: [Value]
Workshop 2: [Value]
Workshop 3: [Value]
Workshop 4: [Value]
Workshop 5: [Value]
Prior Exposure and Workshop Satisfaction by Schools, CCOs and Pilot Sites

Prior exposure
- Schools
- CCO
- Pilots

Workshop satisfaction
- Schools
- CCO
- Pilots
### DID IT WORK?

<table>
<thead>
<tr>
<th>LEARNING OUTCOME:</th>
<th>NOW - AFTER the Workshop</th>
<th>BEFORE the Workshop</th>
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<tbody>
<tr>
<td>I understand the philosophy and importance of inclusion.</td>
<td>Strongly Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>I use respectful, positive and person-centered language.</td>
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**LEARNING OUTCOME:**

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
Workshop-Specific Arts Inclusion Skills: Change After WAIP Workshop

Workshop 5: Sensory Friendliness
- Understand the components of sensory friendly supports and how they can be used.
- Understand the support needs of children with autism.
- Understand the myths, misconceptions and facts about autism.

Workshop 4: Accessibility 101
- How to provide common accommodations for people with disabilities.
- How to be respectful and helpful when providing assistance to someone with a disability.
- Understand the basics of the Americans with Disabilities Act (ADA) and how it relates to cultural arts.

Workshop 3: Ideas for Arts and Music
- Understand how to use common accommodations for children with disabilities in a music education setting.
- Understand how to use common accommodations for children with disabilities in a visual arts education setting.

Workshop 2: Foundations of Inclusion
- How to use respectful, positive and person-centered language.
- How to create environments that offer positive behavior support to children with behavioral challenges.
- Understand the philosophy and importance of inclusion.

Workshop 1: Arts Inclusion
- An understanding of inclusive education as it relates to federal special education law and the arts classroom.
- For arts instruction, how to make instructional accommodations and adaptations for children learning differences.
- Recognize and understand IEPs and the importance of using information to guide instruction.
- Recognize the need to provide differentiated instruction in arts education for children with disabilities.

Pretest - Posttest Diff
CASE STUDIES
GOAL #1

INCLUSION NEED: Programs and camps are designed so that all participants are able to be included in safe, accessible way.

GOALS:
+ Be more proactive in designing inclusive camps and programs.
+ Update data collection methods and forms.
+ Provide inclusion training for teaching artists and teaching assistants.
GOAL #2

**INCLUSION NEED:** Establish relationships with new targeted audiences.

**GOAL:** Successfully plan for, market, and implement a Sensory-Friendly Performance in Spring 2018.
SENSORY-FRIENDLY WORKSHOP
SENSORY-FRIENDLY PLANNING

Walkthrough
December 19, 2017

Video Discussion
February 13, 2018

Expert 1:1
March 26, 2018

Volunteer Training
March 26, 2018
SAVE THE DATE

SHOW COLLATERAL
SENSORY-FRIENDLY ALICE
SENSORY-FRIENDLY ALICE
SENSORY-FRIENDLY ALICE
FEEDBACK ON ALICE - PRESS

Why Making Arts Accessible Matters

These theaters want kids with disabilities, and their parents, to have a stress-free experience

Wiggles welcome: Raleigh Little Theatre to present first sensory-friendly show this month

Tags: Raleigh Little Theatre, sensory friendly, family-friendly, family show, Activities, live performances, special needs
“Most kids on the spectrum, like my daughter, can’t even go to school without being bullied, and for many families, the only safe place is at home. So to give kids with special needs and their families a safe, judgment free, public space in which they can be themselves, fidget freely, and experience something as joyful as going to the theatre, is in the words of Raleigh Little Theatre’s young Alice, ‘awesome.’”

- Lauren Van Hemert
This Sensory-Friendly performance felt like establishing a **template**.

Meeting and working with Arts Access **gave us the tools we needed** to move forward and continue to hold Sensory-Friendly performances.
GOAL #1

INCLUSION NEED: STAFF TRAINING
→ Person first and respectful language is used and modeled by all staff.
→ Organization has staff with experience serving people with disabilities.

GOAL: Help Tenant Artists become more welcoming/friendly to all visitors by providing training and opportunities.
GOAL #2

INCLUSION NEED: INCLUSIVE CAMPS
Programs and camps are designed so that all participants are able to be included in safe, accessible way.

GOALS:
+ Become more proactive (less reactive) in designing inclusive camps and programs.
+ Update data collection methods and intake forms for Summer Camps.
GOAL #3

INCLUSION NEED: RELATIONSHIPS
Establish relationships with targeted audiences.

GOALS:
+ Create Accessible Residency
+ Host an accessible arts event during Artsplosure
postponed... for now
The Plan:  
A day of inclusive art, dance and music for people with & without disabilities.

ACCESSIBLE ARTS DAY 
w/ Artsplosure, Arts Access + Artspace
ACCESSIBLE ARTS DAY
ACCESSIBLE ARTS DAY
ACCESSIBLE ARTS DAY
ACCESSIBLE ARTS DAY
“People are still talking about the Inclusion at Summer Arts Camps Workshop! It was spot-on advice and critical for our new teaching artists.”

“It worked so well that Arts Access acted as task-master and made the time and space for these check-in meetings. It really helped us stay on top of things.”
GOAL #1:

INCLUSION NEED: COLLABORATIVE PLANNING and TEACHING STRUCTURES

GOALS:
+ Increase professional development opportunities
+ Provide time for peer observations and reflection
+ Facilitate artist residency that involves SPED and arts teachers
PEER OBSERVATIONS

WAKE ARTS INCLUSION PROJECT - PEER TEACHER OBSERVATION FORM

Teacher: ______________________ Date: _______ Observer: ______________________

SECTION I: PROMPTS FOR MAKING OBSERVATIONS
This section has categories with questions to consider and a place for you to take informal notes.

SECTION II: KEEP DOING and START DOING
This section asks you to consider what you’re already doing well and should continue doing. It also asks you to make note of things you want to start implementing in your classroom, based on your observations today.

<table>
<thead>
<tr>
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ARTIST RESIDENCY

Residency Planning Meeting
AU 2 Teacher
Media Specialist
Visual Arts Teacher
Teaching Artist

Discussed what to expect, how students learn best, variety of abilities, and desired outcomes.
ARTIST RESIDENCY
ARTIST RESIDENCY
Reflection Comments:
“Jan was wonderful to work with. She was encouraging and supportive. She took all of the notes we gave her and worked with the students to do what was best for the students.”
RESIDENCY: INSTALLATION
RESIDENCY: INSTALLATION
GOAL #2:

INCLUSION NEED: INDIVIDUAL STUDENT SUPPORTS

GOALS:
+ Increase arts opportunities for families
+ Provide extracurricular arts opportunities for students with disabilities
EVENT: FSP DAY
FIELD TRIP: CAM RALEIGH
“This project lasts two years, right? Please say you’re working with us again next year!”
“My expectations were so low - there were down here [places hand just above table surface]. People say they’ll come in and make a difference and it doesn’t usually happen…

But you all exceeded my expectations so much! You were way up here [places hand above head]. You really helped our students and us. You really made a difference.”
GOAL:

INCLUSION NEED: COLLABORATIVE PLANNING and TEACHING STRUCTURES

GOALS:

+ Increase professional development opportunities
+ Provide time for peer observations and reflection
+ Facilitate artist residency that involves SPED and arts teachers
PROFESSIONAL DEVELOPMENT

Community Building Through the Arts
w/ Meredyth, Raleigh Little Theatre
Disability Advocate: Deja Barber
Spoke to all 4th grade classes
PEER OBSERVATIONS

WAKE ARTS INCLUSION PROJECT - PEER TEACHER OBSERVATION FORM

Teacher: _____________________  Date: _______  Observer: ___________________

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Residency Planning Meeting
K-1 SPED
2-5 SPED
Teaching Artist

Discussed what to expect, how students learn best, variety of abilities, and desired outcomes.
RESIDENCY

Reflection Session:
“Students got to be successful, have fun and be happy.”
“I have a more positive view of working with students with disabilities. I’ve been with WCPSS for 25 years and I always felt so awkward and clumsy working with students with different needs. **But now, I love it!** And I’ve loved working with Ms. Berned’s students.”
“I didn’t get enough! I want more! I feel like all specialists should have these types of trainings! I want to be a stronger teacher; I want to reflect on my practice... I’ve worked with Jessie’s [self-contained teacher] class, and we come from such different backgrounds, her with the structure that’s required in teaching an AU class, and me with a typical “arts” background and not implementing much structure. But we’ve been able to see the value in each other’s methods. For Jessie, realizing that everything doesn’t always have to be so structured; the kids can handle it. And for me, seeing how beneficial the structure can be.”