



WAKE ARTS INCLUSION PROJECT

August 2017 - August 2018

TODAY'S AGENDA:



THE IDEA

PLANNING

PILOT PROJECT

CASE STUDIES

THE IDEA



ABOUT ARTS ACCESS

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



WAKE ARTS INCLUSION PROJECT

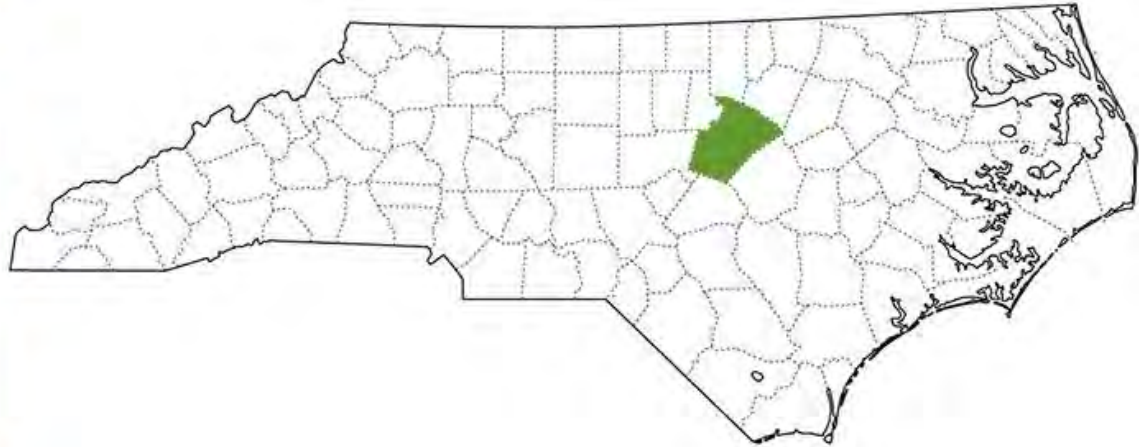
- If the project is worth doing, find a way to fund it!
- Funding partners = relationship-based



WAKE COUNTY SNAPSHOT

Wake County

- 2nd most populous county in NC (1 million +)
- 12 municipalities
- Gains 63 new residents / day



WAKE COUNTY SNAPSHOT

WCPSS - Wake County Public School System

- 15th largest district in US (2018)
- 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



TELLING THE STORY

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



THE PLANNING PHASE

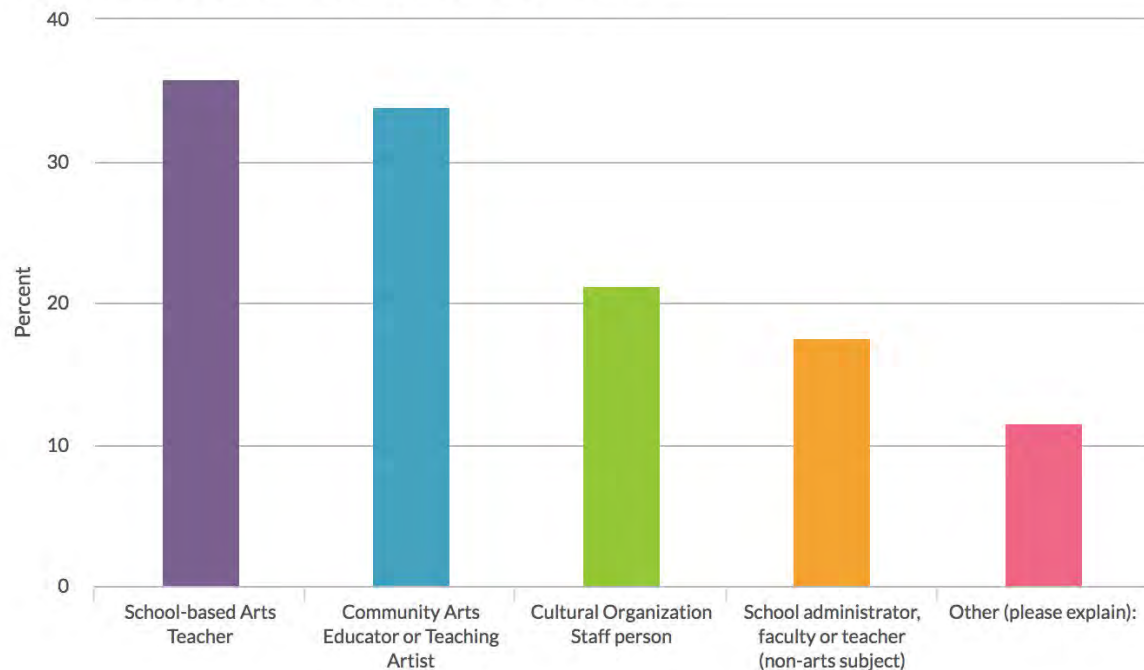
Establishing a project advisory committee:

- + 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

THE PLANNING PHASE

Collecting Data: The 2016 Survey

1. Please select all phrases that describe you



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

Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | March | April | May | June | July

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

September	Arts Inclusion Foundations <i>for Teachers</i> Inclusion Foundations <i>for CCOs</i>
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October	Ideas for Art + Music Educators Accessibility Basics <i>for CCOs</i>
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November	Planning a Sensory-Friendly Event
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December	Planning for Arts Summer Camps
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March + May	Inclusive Arts Camp Training
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ARTS INCLUSION: Holding Ourselves Accountable in Reaching Students with Disabilities

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

THE KENNEDY CENTER



JENNA GABRIEL

“I had a great time at the workshop and put some ideas into action with my two ID mod classes this week.”

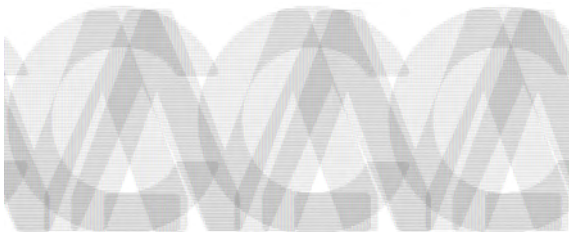
FOUNDATIONS of INCLUSION PATHWAY to POSITIVE BEHAVIOR

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



KAT KING





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



RALEIGH

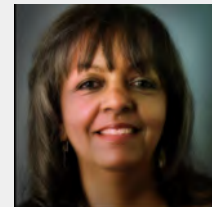
Parks,
Recreation *and*
Cultural Resources

parks.raleighnc.gov

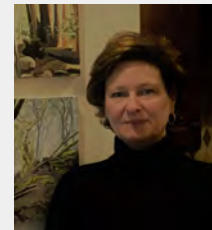
PAULA Scicluna
Music Therapist



MICHELLE
Davis Petelinz
Art Therapist



BETSY Ludwig
Arts Access







“Usually I look at the clock during workshops, but for this one I would’ve stayed all night!”

ACCESSIBILITY 101 & BEYOND THE BASICS

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.

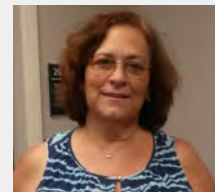
Monday,
October 23, 2017
9:30 AM - 12:30 PM



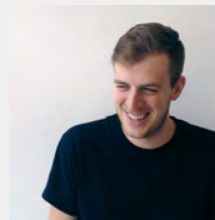
BETSY Ludwig
Arts Access




DEBBIE Hippler
AD Coordinator



BRANDON
Cordrey
VAE Raleigh



A group of five people are seated on a stage in a room with large abstract art pieces on the wall. From left to right: a woman in a blue top and white sash, a woman in a black top, a man in a light blue button-down shirt, a man in a black jacket and cap sitting in a wheelchair, and a woman in a yellow cardigan. They are all looking towards the left side of the frame. A whiteboard is visible behind them. The floor is dark wood. A speech bubble is overlaid on the left side of the image.

“Q&A with panelists was awesome. I didn’t have to worry about saying the wrong thing... We could put it all out there.”

SENSORY-FRIENDLY & RELAXED EVENTS

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



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)

A photograph of a group of people sitting in a lecture hall with purple seats. The audience is diverse in age and appearance, and many are looking towards the front of the room. Two teal speech bubbles are overlaid on the image, containing text about the workshop. The background shows a dark stage area with some equipment.

“I really needed that
autism overview.
I had no idea.”

“This workshop was
eye-opening.”

PLANNING FOR ALL CAMPERS

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!

Thursday,
December 7, 2017
12:00 - 1:30 PM



Parks,
Recreation *and*
Cultural Resources
parks.raleighnc.gov

BETSY Ludwig
Arts Access ED



NIKKI Speer
Program Director,
City of Raleigh
Specialized Rec. &
Inclusion



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

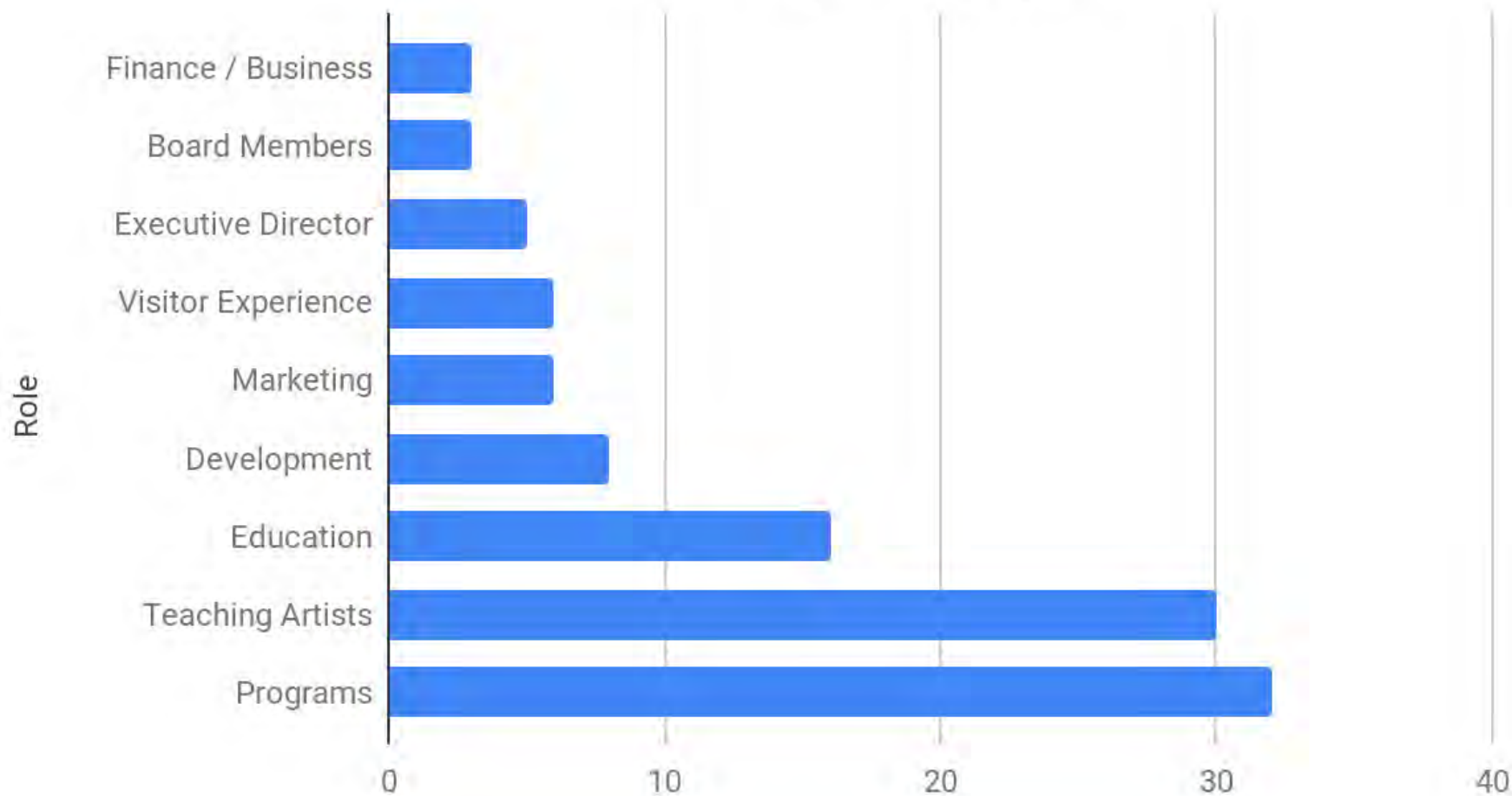
2:00 - 4:00 PM



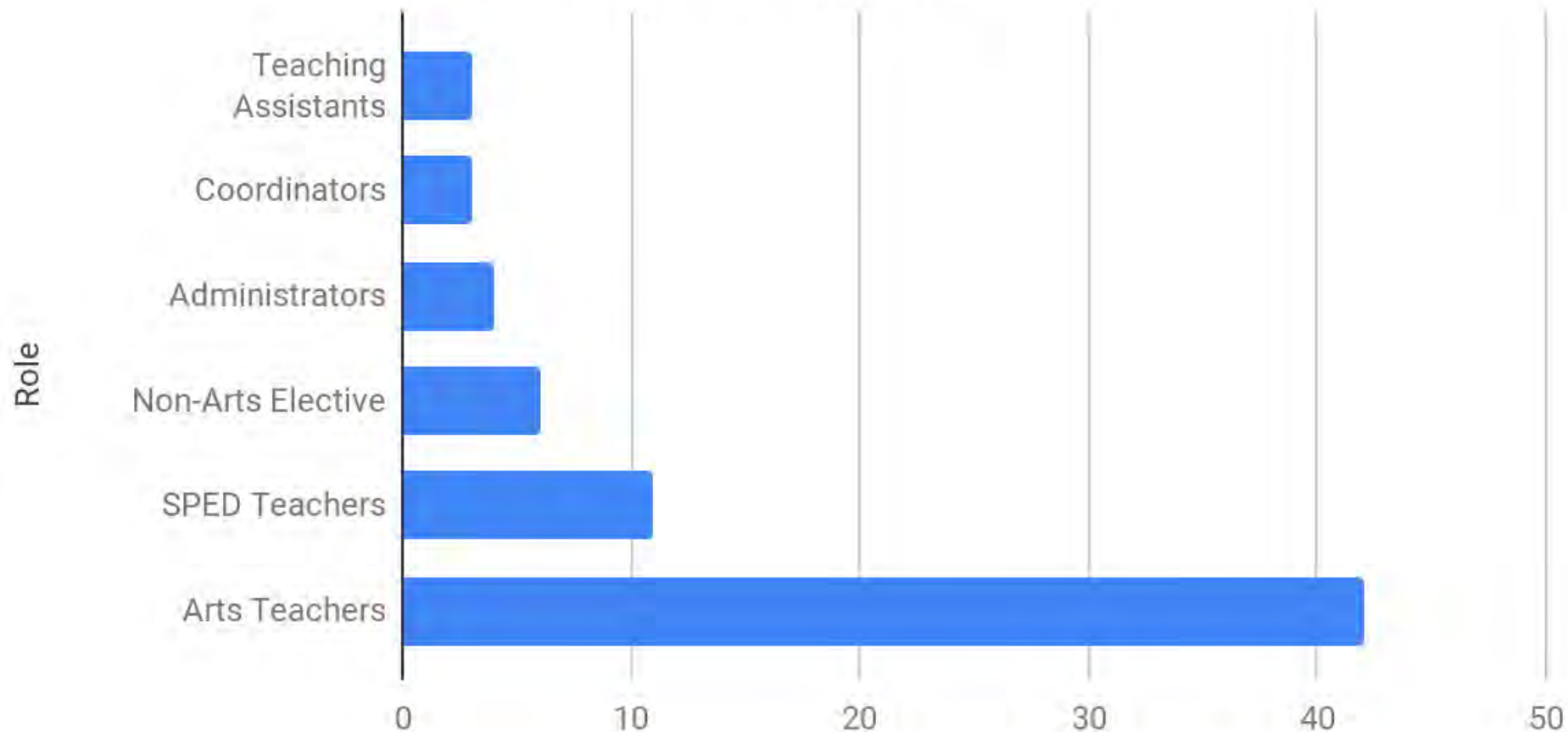


It made me reflect on how I teach and ways I can always improve not just in the classroom but day to day interactions with all people.

Arts Organizations (CCOs) by Role



Schools by Role



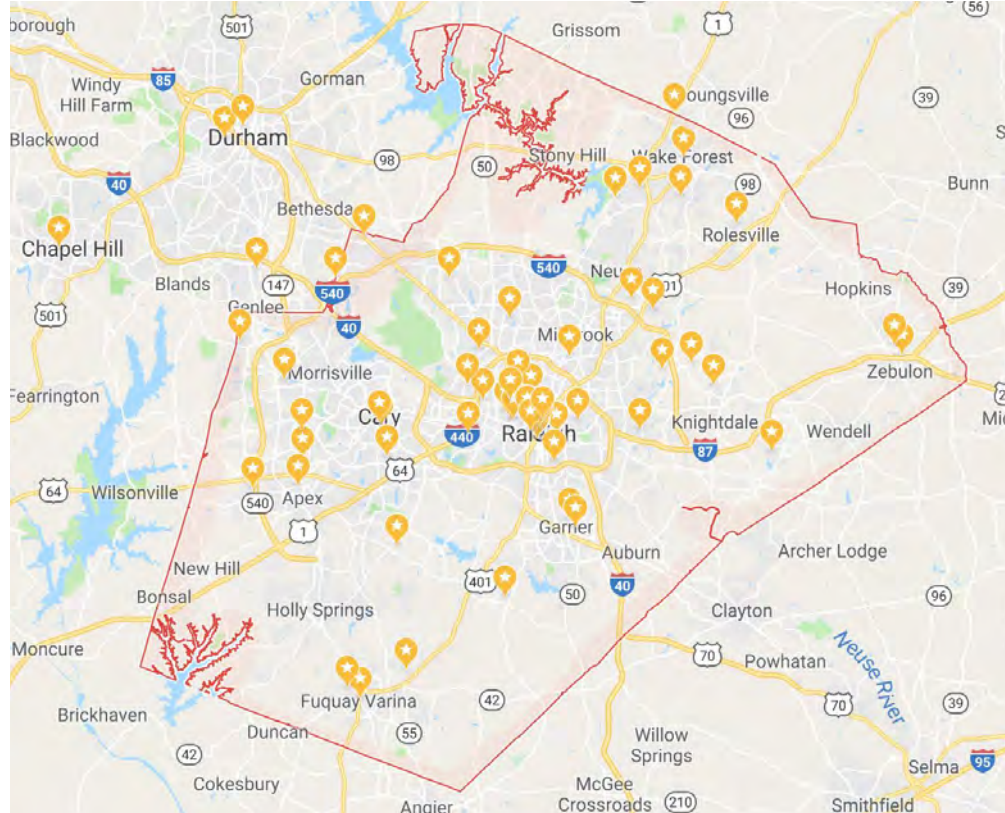
WORKSHOP IMPACT

Cultural Arts Orgs

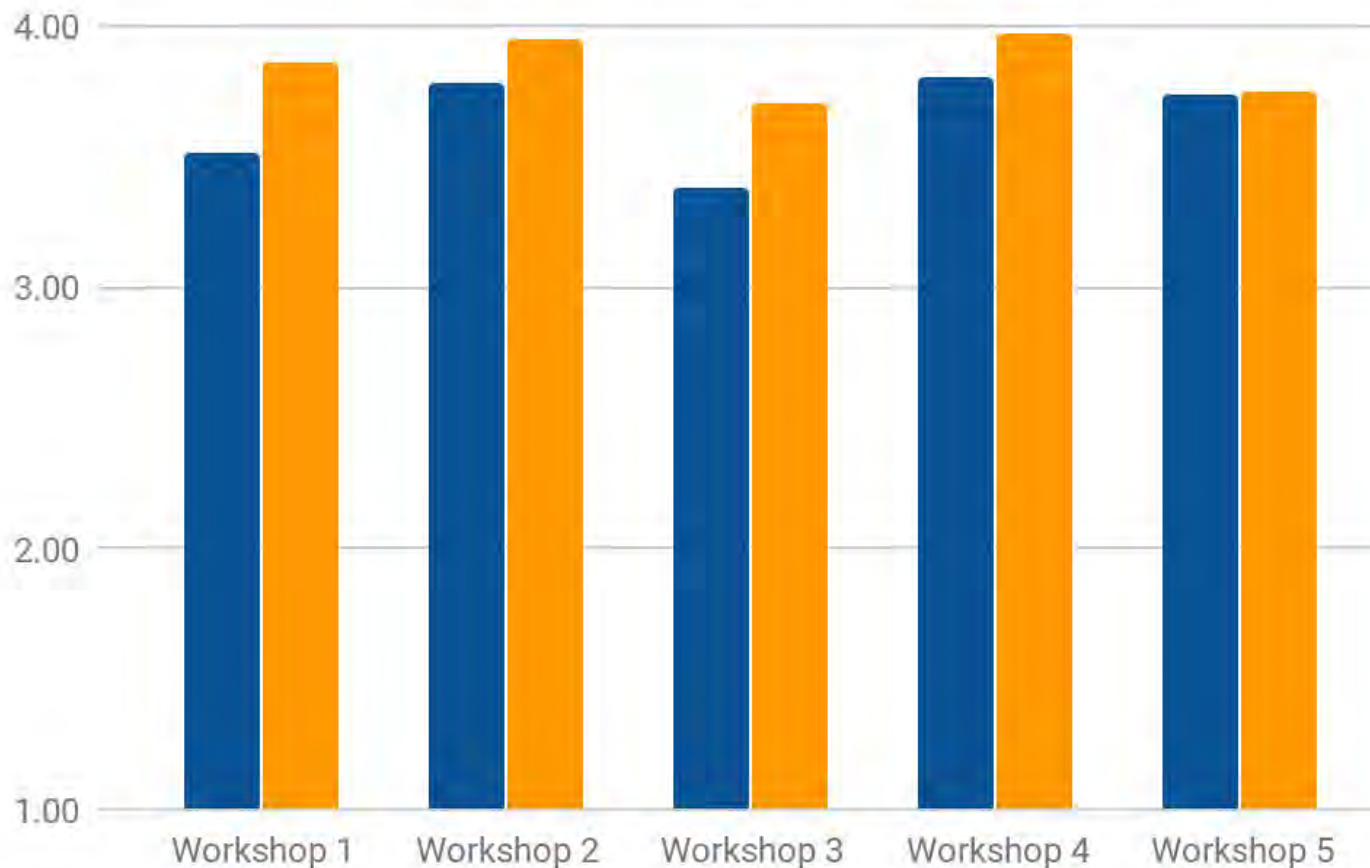
- 17 people from 6 municipalities
- 12 people from 5 Museums
- 5 people from the state and local arts councils
- 24 people from Visual Arts Orgs
- 2 people from Dance Orgs
- 24 people from Theatre Orgs
- 15 people from Music Orgs
- 10 people from Misc. Arts/Ed Orgs

Schools

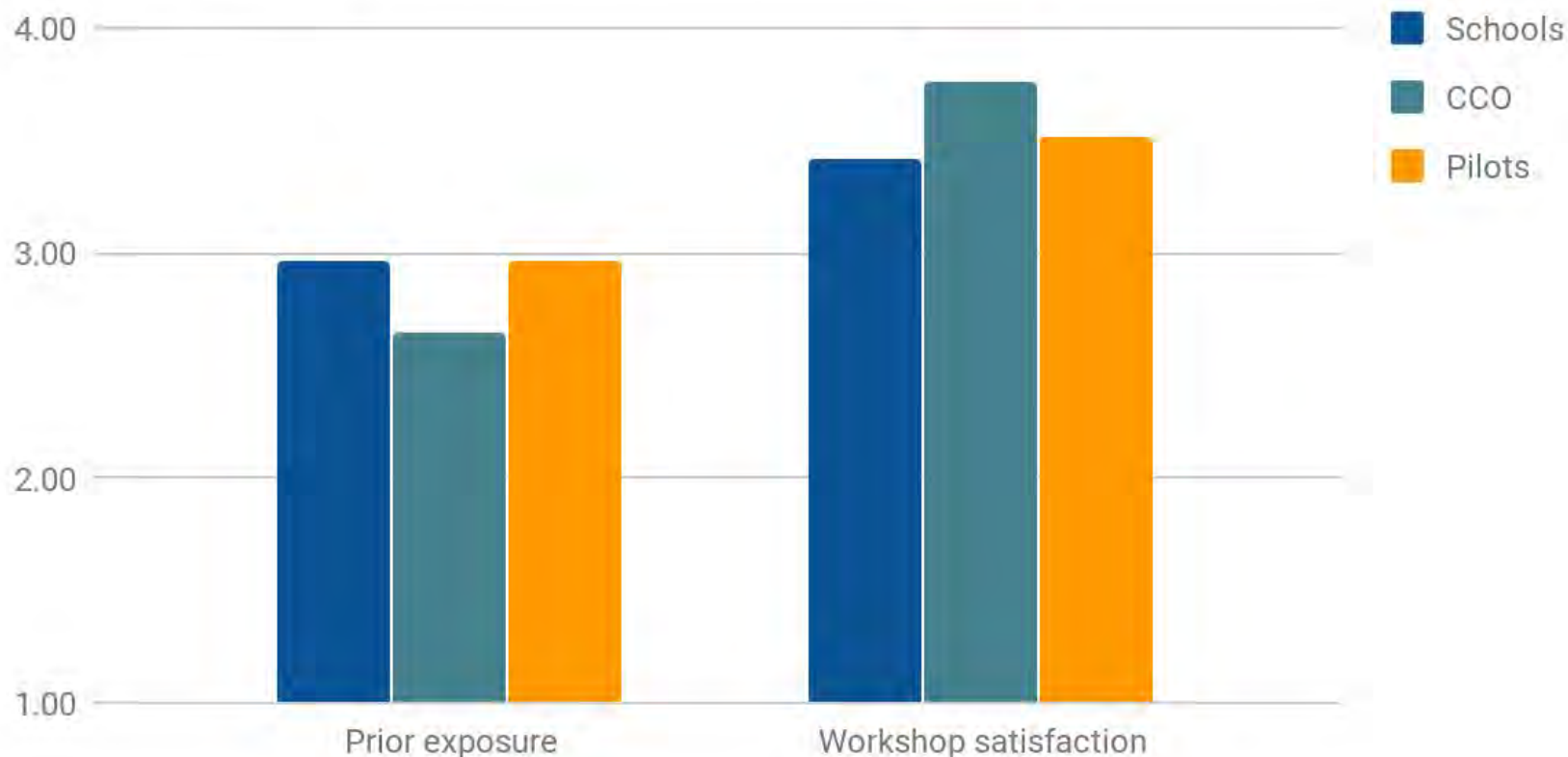
- 63 people from 27 Elementary Schools
- 6 people from 6 Middle Schools
- 2 people from 2 High Schools
- 2 people from Independent Schools + Higher Ed



WAIP Workshop & Presenter Satisfaction by Session



Prior Exposure and Workshop Satisfaction by Schools, CCOs and Pilot Sites



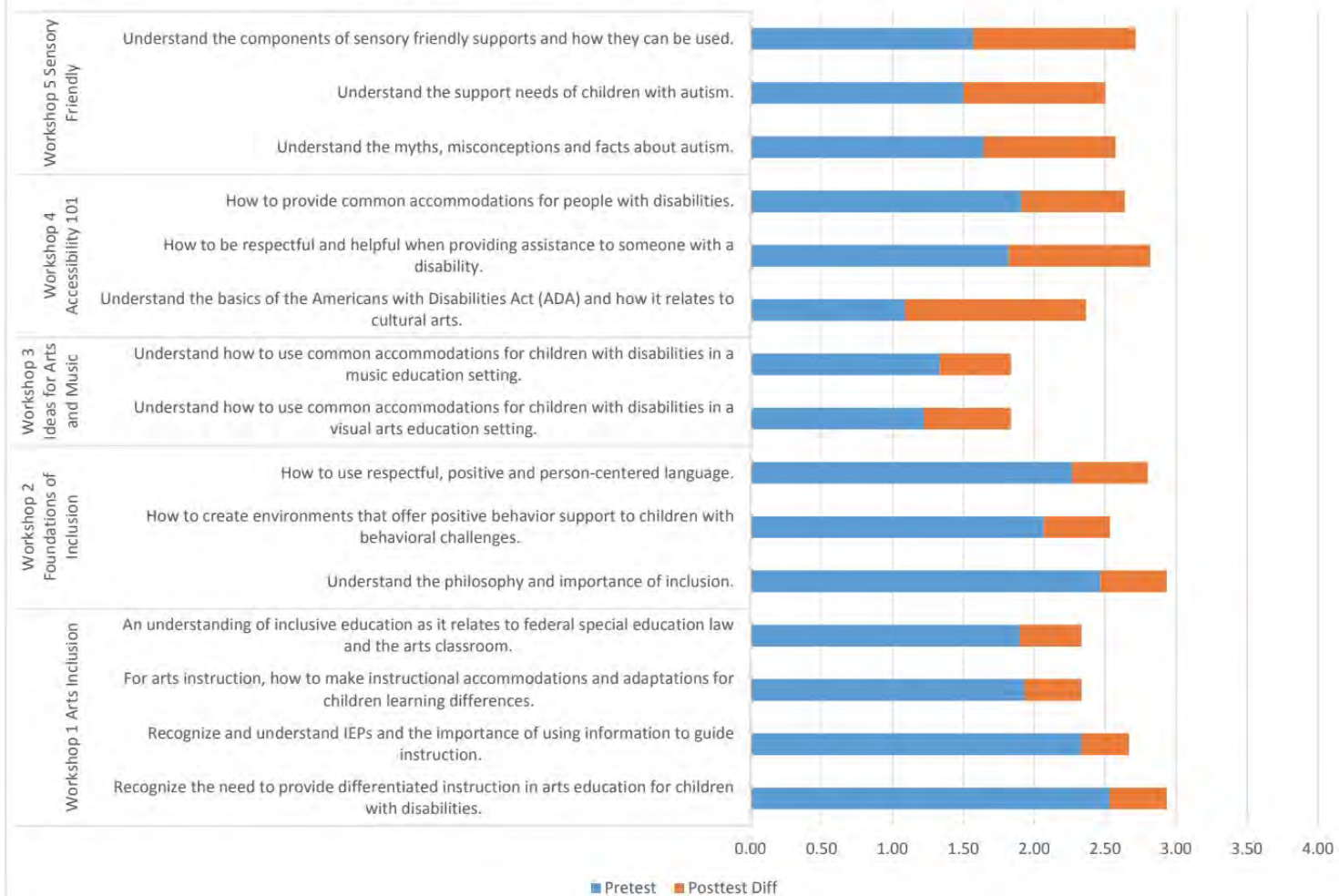
DID IT WORK?

	NOW - AFTER the Workshop				BEFORE the Workshop			
LEARNING OUTCOME:	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
I understand the philosophy and importance of inclusion.								
I use respectful, positive and person-centered language.								

Arts Inclusion Beliefs and Skills: Change After WAIP Workshop



Workshop-Specific Arts Inclusion Skills: Change After WAIP Workshop



CASE STUDIES





RALEIGH LITTLE THEATRE

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



Alice
WONDERLAND@

**SENSORY FRIENDLY
PERFORMANCE**
WELCOMING, INCLUSIVE & RELAXED

APRIL 28, 2018 | 1:00PM



**RALEIGH
LITTLE
THEATRE**

RALEIGHLITTLETHEATRE.ORG

SAVE THE DATE

SHOW COLLATERAL

Alice
@ Wonderland

PRESENTED BY
PNC
PNC Financial Services Group, Inc.

Based on the
works of
LEWIS CARROLL
Adapted for
the stage by
JONATHAN YUKICH

April 13 - 22, 2018



Produced by special arrangement with
PIONEER DRAMA SERVICE, INC., ENGLEWOOD, COLORADO
DIRECTED BY GRASIA HAMILTON

2017/2018
SEASON OF SEASON
SEASON OF SEASON

Tickets 919.821.3111
RaleighLittleTheatre.org



SENSORY-FRIENDLY TRAINING



SENSORY-FRIENDLY ALICE



SENSORY-FRIENDLY ALICE



SENSORY-FRIENDLY ALICE



FEEDBACK ON ALICE - PRESS

Lauren Van Hemert,
Freelance Writer &
Contributing Editor of
Broadway World

HOME BROADWAY WORLD ARTICLES ABOUT ME CONTACT

Why Making Arts Accessible Matters

Last Saturday, I attended Raleigh Little Theatre's sensory performance of "Alice @ Wonderland". Subsequently, I wrote an article for Broadway World about my experience. And while it is evident that a cast of Raleigh Little Theatre's artists to make the arts accessible to everyone, I don't think it's evident in my Broadway World piece as to why that matters.



"Alice @ Wonderland" at Raleigh Little Theatre stars Brittany Petrimoux as Tweedledee, Audrey Jones as Alice, and Portia Muehlebaier as Tweedledum. Elisabeth McClanahan

LIVING

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



BY MAX DIAMOND
mdiamond@newsobserver.com

April 23, 2018 10:33 PM
Updated April 27, 2018 02:48 PM

RALEIGH — For awhile, Kathy Honeyman was worried about taking her daughter to see plays and theater performances.

Her daughter is on the autism spectrum and has moderate intellectual disabilities. Those who have disabilities, especially people on the autism spectrum, can have difficulty sitting through theater performances because they are sensitive to light and sound.

BWW Feature: ALICE @ WONDERLAND Sensory-Friendly Performance Starts New Tradition at Raleigh Little Theatre

By Lauren Van Hemert Apr. 23, 2018

Tweet

Share



When I was a kid, my parents took me to the theater a lot. In fact, during one of my very first trips to New York, my dad took me to see *Oklahoma*. Peter Pan with Sandy Duncan and *The Music Man* with Dick Van Dyke. These experiences inspired me to study theater in college, want to find an internship in New York, and ultimately become a writer.

As a mom with a child on the autism spectrum, however, it's been hard to share my love of the theater with my daughter. I remember during one of our first trips with her to New York, we took her to see *The Lion King*. She couldn't make it through the first half of Act One due to sensory overload, and my husband ended up taking her back to the hotel before intermission for fear of her having a meltdown.

At the Raleigh Little Theatre, we came in with our own sensory tickets to get her through a Blue

Welcoming People with Disabilities Into Arts Spaces

With sensory-friendly tickets, the Raleigh Little Theatre is making the arts more accessible to everyone.

May 8, 2018 by Taylor Knopf

205

In the Triangle, there is a push to include people with disabilities in the arts by making productions more accessible and friendly.

By Taylor Knopf

As a 21st century Alice wanders through the meadows, her smart phone dies. She comes across the White Rabbit who informs her of the new Starbucks in Wonderland where she can charge it. Music from pop singer Jay Sean's "Down" plays as she falls through the rabbit hole and into Wonderland.

Kids in the audience hop along to Raleigh Little Theatre's adaptation of "Alice in Wonderland."



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

Posted April 20

Updated July 13

f 20 G+ Share

Reactions



FEEDBACK ON ALICE

“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

REFLECTION MEETING

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.





ARTSPACE

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 Artspllosure



ACCESSIBLE RESIDENCY

Artists in Residence

You are here: [Home](#) > [Artists](#) > Artists in Residence

- ▶ Artist Members
 - ▶ Artist Directory
- ▶ Artists in Residence
 - ▶ Current Regional Emerging Artists in Residence
 - ▶ Past Regional Emerging Artists in Residence
 - ▶ Current Summer Artist in Residence
 - ▶ Past Summer Artists in Residence
 - ▶ Current PNC Pop In Artist in Residence
 - ▶ Past PNC Pop In Artist in Residence
 - ▶ **Current Accessible Artist in Residence**
 - ▶ Artist Opportunities



November 7, 2017

Introduced Concept
@ Task Force Meeting

January 10, 2018

Brainstorming Session

April 26, 2018

Timeline shifts to TBD :(

ARTSPLOSURE PLANNING

The Plan:

A day of inclusive art, dance and music for people with & without disabilities.

ACCESSIBLE ARTS DAY

w/ Artsplosure, Arts Access + Artspace

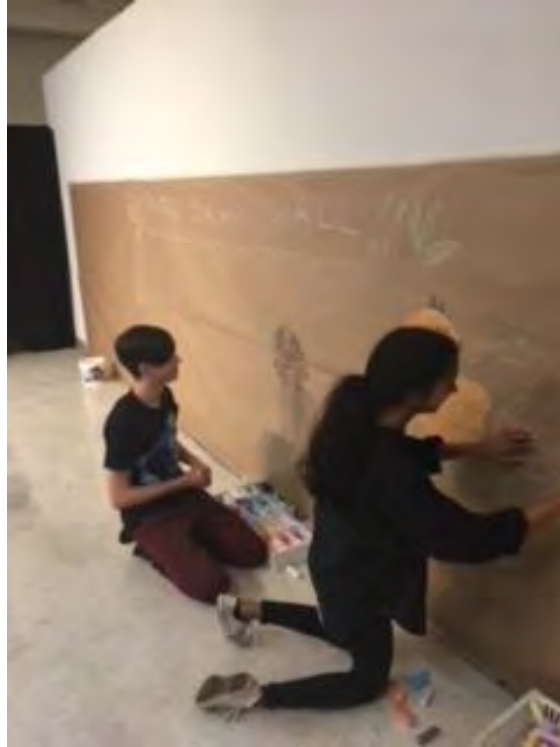
January 19
Conference Call

January 31
Meeting with Partners

February 13
Walkthrough with Partners

April 26
Task Force Meeting

ACCESSIBLE ARTS DAY



ACCESSIBLE ARTS DAY



ACCESSIBLE ARTS DAY



ACCESSIBLE ARTS DAY

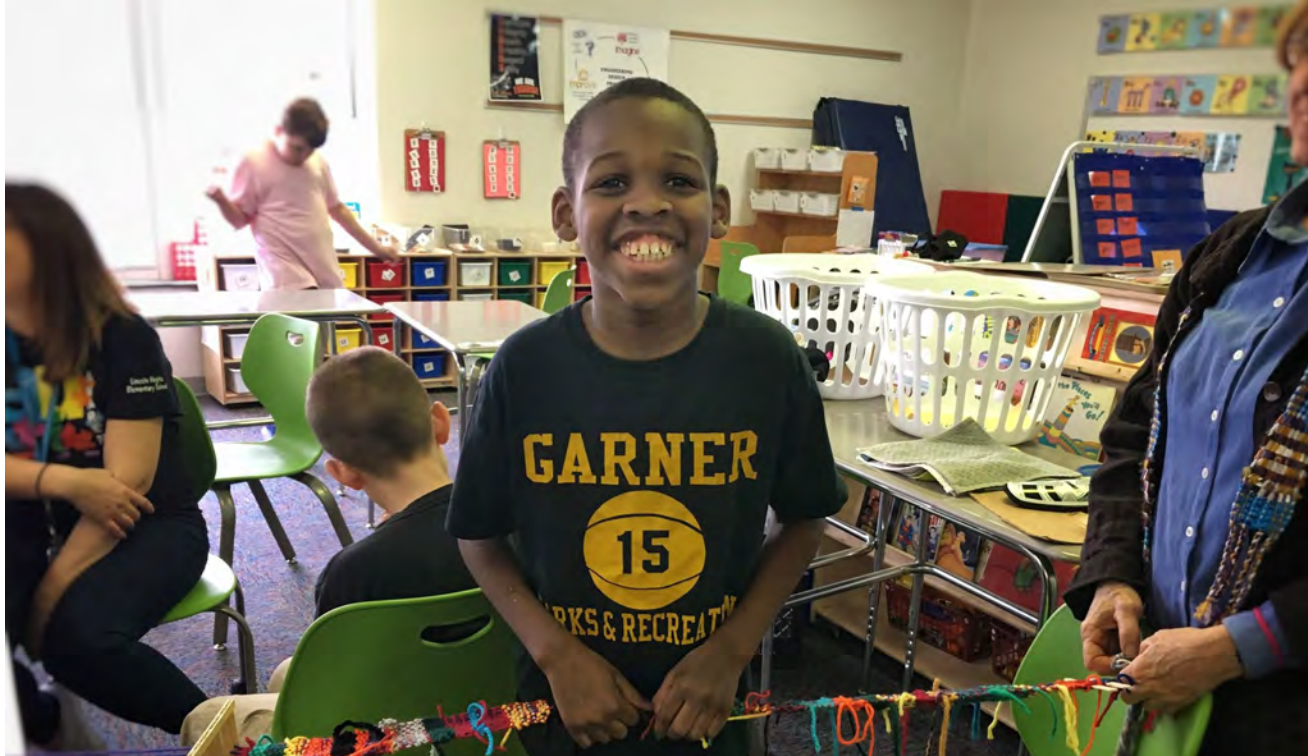


REFLECTION MEETING

“ 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.”





LINCOLN HEIGHTS ELEMENTARY

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

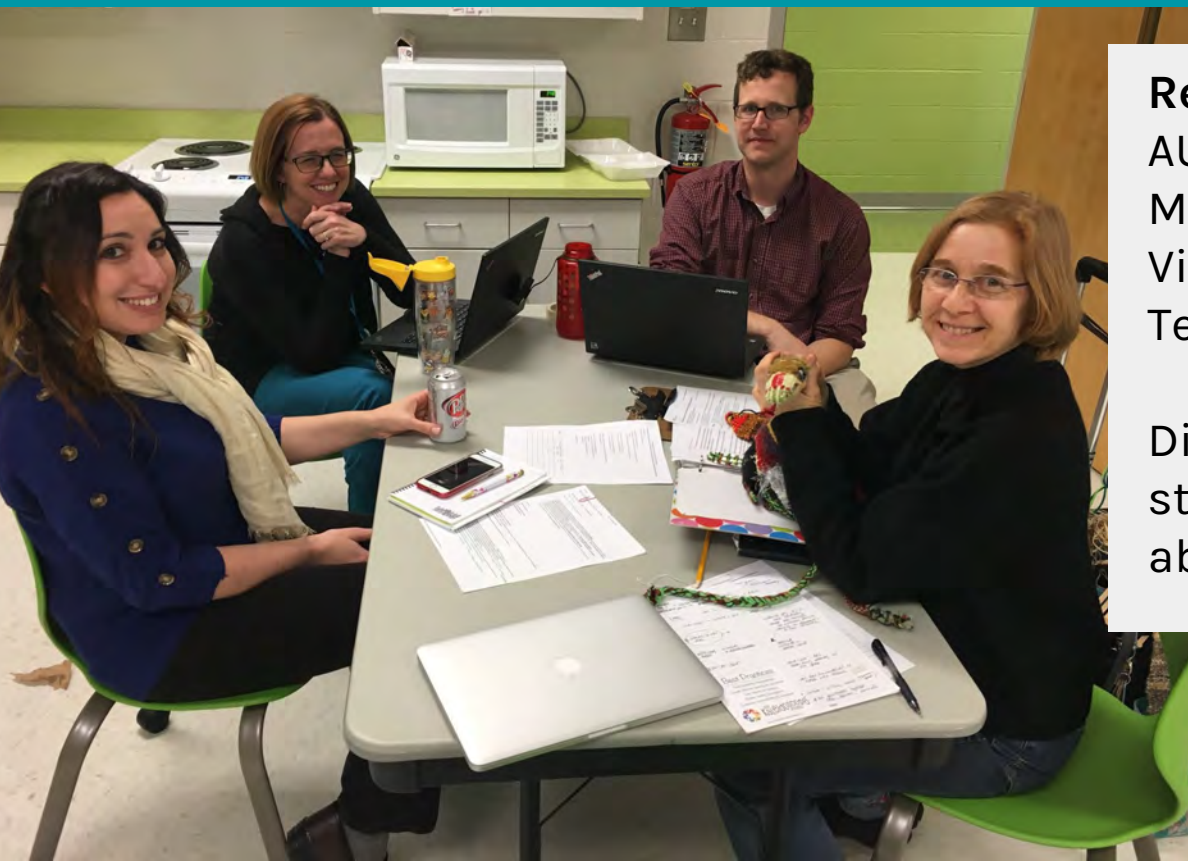
This section has categories with questions to consider and a place for you to take informal notes.

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.

THINGS I WANT TO KEEP DOING	THINGS I WANT TO START DOING

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



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



REFLECTION MEETING QUOTES:

“This project lasts two years, right?
Please say you’re working with us
again next year!”



REFLECTION MEETING QUOTES:

“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.”**



ROGERS LANE ELEMENTARY

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



Disability Advocate: Deja Barber
Spoke to all 4th grade classes

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.

THINGS I WANT TO KEEP DOING	THINGS I WANT TO START DOING

RESIDENCY



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



RESIDENCY



Reflection Session:

“Students got to be successful,
have fun and be happy.”

REFLECTION MEETING QUOTES:

“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.”



REFLECTION MEETING QUOTES:

“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.”