THE ARTIST SPEAKS

Listening to Students with Special Needs
Arts Integrated Lesson

- Welcome
- To prepare for our opening activity please review the handouts
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A+ is an arts-integrated whole-school reform model “home grown” in North Carolina.

A+ is nationally recognized as an effective, research-based, whole school reform.
Researchers attribute the success and sustainability of the Program to:

1) the use of the arts
2) the ongoing, high quality, practitioner-led professional development
3) and the development and use of a statewide network of support
Schools in the A+ Network find it essential to provide their students with:

- Arts Instruction, Arts Integration, Arts Exposure
- A collaborative environment that fosters development of 21st century skills
- Instruction that models current educational trends
- Engaging instruction that stems from the NC Common Core and Essential Standards
Tell Us about ArtSpace!

- Public Charter in North Carolina
- In Swannanoa, NC (near Asheville)
- Opened in 2000
- Governed by Partnership for Art at the Core of Education- P.A.C.E
- 385 students
- Grades K – Eight
- Wait lists and lottery for all grade levels
- Students from 6 surrounding counties
- 52% qualify as Economically Disadvantaged
- 19% Special Education & 504 plans
- 88.6% Composite Proficiency Score on state end of grade tests
ArtSpace Charter School offers a complete education, through an integrated curriculum centered around visual and performing arts, utilizing an experiential approach. We believe in a family-centered, cooperative approach to education that encourages parental involvement and community service in order to nurture responsible citizenship.
Collaborative Teaching & Planning

- Arts Integration Team (AIT)
- **Full-time** Visual Art, Music, Dance, Drama and Technology teachers
- Collaborate, plan, support, and team-teach with classroom teachers
ArtSpace and A+

- Four ArtSpace staff members currently serve as A+ Fellows
- Joined the A+ Network in 2012
Arts Integrated Learning
What do we mean by Special Needs?

- Emotional needs
- Homelessness
- Peer relationships
- Behavioral issues
- Disrupted or dysfunctional home life
- Health issues
- Socio economic hardships
- Identified exceptionalities – Autism, ADHD, dyslexia, etc.
ARTS = The Universal Accommodator

Success looks different for each student
Gaining Access to the Arts

4 Pillars of Academic Access

- Student accommodations
- Environmental modifications
- Curricular adaptations
- Teacher considerations

Always be yourself, express yourself, have faith in yourself, do not go out and look for a successful personality and duplicate it.

Bruce Lee
Student Accommodations

- Scaffolding previous experiences
  - Art for arts sake
  - Teaching core concepts
- Behavior needs vs. accessibility
- Pre-stimulus reduction
  - Sensory centers
  - Anticipated expectations
- Demonstrating understanding
Environmental modifications

- Preferential seating
- Noise reduction
  - Paraverbal communication
  - Nonverbal cues
  - Headphones
- Flexibility
Curricular Adaptations

- Expectations for completed work
  - What will it look like for my students?
- Vertical alignment
- Chunking standards
Teacher Considerations

- Process vs. product
- Consider Emotional Intelligence
- Rubrics – blueprints for success
- Reflection (Individual, Group, …)
  - Reflect, acknowledge, adjust
  - Celebrate failure
- Collaboration is key
Student identified as Academically Gifted

Student

Environment

Student’s needs in order to access their learning

Teacher

Curriculum

Student on the Autism Spectrum

*Interventions should be based on functional analysis of students behavior*

Student

Environment

Student’s needs in order to access their learning

Teacher

Curriculum

Student identified with a Specific Learning Disability

Student

Environment

Student’s needs in order to access their learning

Teacher

Curriculum

Student with Sensory Integration considerations

Environment

Student

Environment

Student’s needs in order to access their learning

Teacher

Curriculum
Unpacking the “States of Matter” Lesson

☐ How did you feel about being asked to work with others to create your dance?

☐ How did creating a dance increase your understanding of states of matter?
Accommodating All Learners

- How might a student with special needs have reacted to this expectation?
  - Emotional needs
  - Homelessness
  - Peer relationships
  - Behavioral issues
  - Disrupted or dysfunctional home life
  - Health issues
  - Socio economic hardships
  - Identified exceptionalities – Autism, ADHD, dyslexia, etc.
Group Discussion

- What barriers exist that keep schools from implementing these best practices?
- What resources exist that allow schools to implement these best practices?
- What next?
The Artist Speaks……

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- www.aplus-schools.ncdcr.gov
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